

# Education Statistics Digest 2020



Ministry of Education  
SINGAPORE

*Moulding The Future of Our Nation*



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## PREFACE

We are pleased to present the 2020 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2019. This information includes data on schools, enrolment, teachers, educational outcomes, employment outcomes and finances.

The Digest is divided into three sections.

- a. The first section contains statistics on primary, secondary and pre-university education.
- b. The second section covers post-secondary education i.e. the Institute of Technical Education (ITE), the two publicly-funded arts institutes (LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.
- c. The third section shows time series on major education indicators to give you a historical perspective of the developments and trends in education over the years.

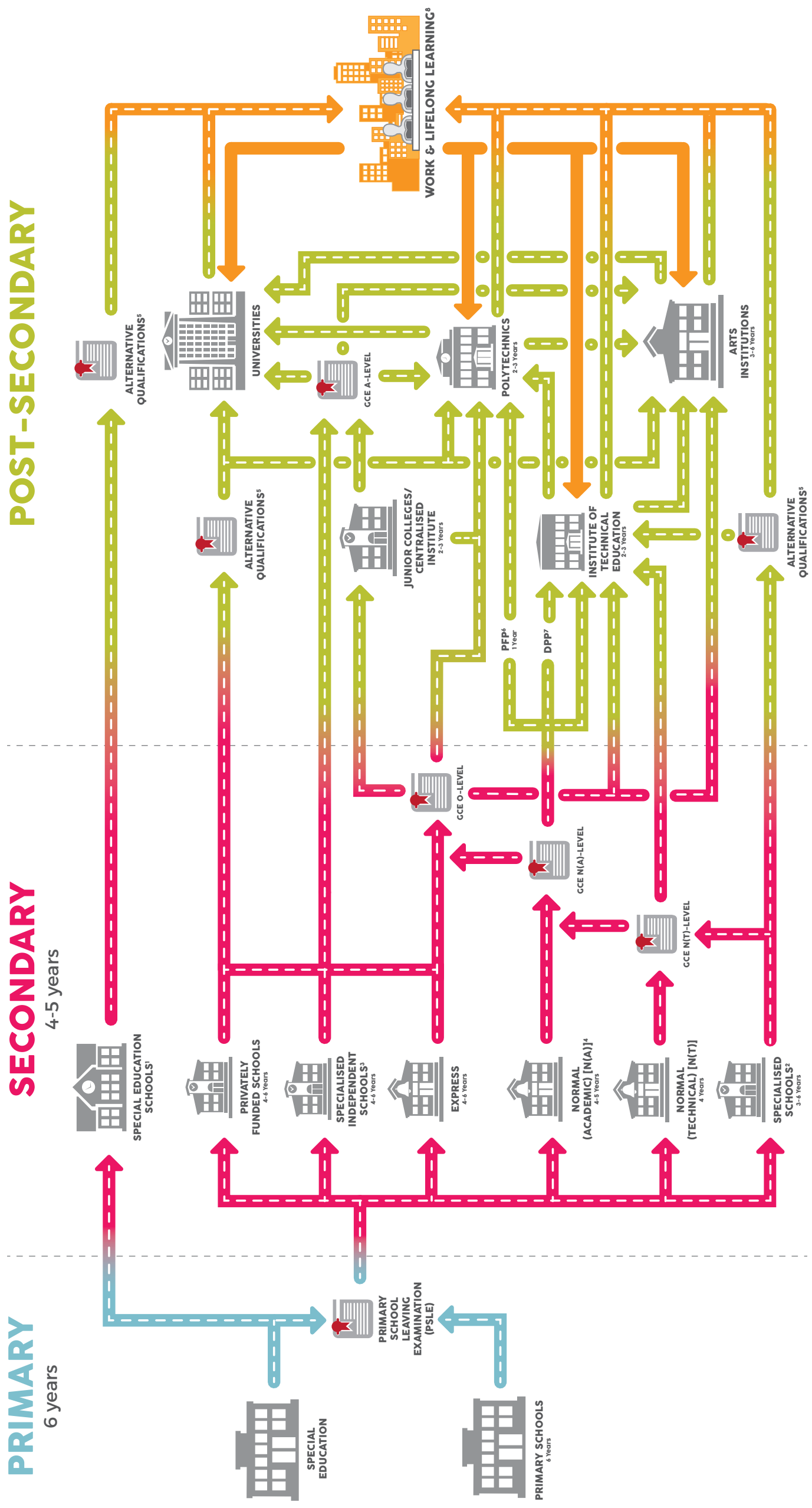
You can download the statistics in machine-readable format on [www.data.gov.sg](http://www.data.gov.sg) and in Tableau on [www.moe.gov.sg/publications/education-statistics](http://www.moe.gov.sg/publications/education-statistics).

We hope you find this information useful. If you have any queries, please email [contact@moe.gov.sg](mailto:contact@moe.gov.sg).

MANAGEMENT INFORMATION BRANCH  
RESEARCH AND MANAGEMENT INFORMATION DIVISION  
MINISTRY OF EDUCATION, SINGAPORE  
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# The Singapore Education Landscape



<sup>1</sup> Students in special education schools which offer the national primary curriculum will sit for PSLE. Some students in Pathlight School who take the national secondary curriculum may also sit for the GCE N-or O-Level examinations. Note: This has not been fully represented in the graphic.

<sup>2</sup> Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

<sup>3</sup> Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

<sup>4</sup> Secondary 4N(A) students who do well in their GCE N(A)-Levels can apply for the Nanyang Academy of Fine Arts (NAFA) Foundation Programme (NFP). NFP is a full-time, one-year practice-based programme that prepares students to pursue a diploma in the creative arts at NAFA. Successful applicants will be given a provisional offer of admission to the diploma courses. Upon successful completion of the NFP, students will be offered a place in their chosen diploma courses.

<sup>5</sup> Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

<sup>6</sup> The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

<sup>7</sup> The Direct-Entry Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics via ITE, for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year Higher Nitec programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course.

<sup>8</sup> Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by SkillsFuture Singapore.

Note: Students can opt to transfer laterally between Express, N(A) and N(T), if they are assessed to be more suitable for these courses. (This has not been fully represented in the graphic).

## OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child. We seek to nurture the whole child and develop them into lifelong learners, with an enduring core of competencies to thrive in the 21<sup>st</sup> century. Our multiple educational pathways cater to the different strengths and interests of every student.

Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral, social and emotional aspects, and develop them holistically. Besides academic learning, students can develop their interest and talent in music, arts, and sports through co-curricular programmes and outdoor education. These learning experiences also give them opportunities to hone their leadership skills, as well as social and emotional competencies. There are also opportunities for our students to contribute to communities through various Values-in-Action programmes, which are an integral part of school life as well as Applied Learning experiences, which allows them to (i) learn by doing; (ii) learn about the real world; and (iii) learn for life. In addition, our schools offer education and career guidance to help our students discover their interests and strengths and choose the pathways that allow them to achieve their fullest potential.

All these experiences help to cultivate in our students qualities such as creativity, collaboration, and compassion – life skills that are essential in a rapidly changing world. Through nurturing the joy of learning and encouraging 'entrepreneurial dare', our students can develop the intrinsic motivation to explore and discover their interests as well as pursue their passions. We also want to inculcate in them values such as respect, responsibility, resilience, integrity, care and harmony, all of which are important for a cohesive, multi-racial and multi-cultural society.

The bilingual policy, a cornerstone of our education system, requires students to offer two languages: English Language and an official Mother Tongue Language. This enables them to connect with people from different backgrounds in a multi-cultural environment, and allow them to thrive in a diverse, globalised world. It also equips them with the language and cultural competencies to appreciate their culture and heritage.

Teachers form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive rigorous and evidence-based pre-service training at the National Institute of Education, and have many opportunities for in-service development to build up their competencies. Teacher academies, language institutes, and HQ divisions foster a strong culture of professional excellence underpinned by a philosophy of teacher ownership and teacher leadership (TOTL).

We recognise that parents and the community also play a crucial role in the development of our students, and encourage them to work together with schools to



create a caring and conducive learning environment in schools, at home, and in the community.

## **PRIMARY EDUCATION**

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing literacy and numeracy skills, building character, and nurturing sound values and good habits.

Core to the primary education curriculum are English Language, Mathematics, and Mother Tongue Language, which help our students develop a strong foundation in literacy, numeracy, and problem-solving skills.

Students also take subjects like Art, Music, Character and Citizenship Education, Social Studies, and Physical Education. Science is introduced from Primary 3. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop in them the core values that define a person's character and sense of responsibility to society.

After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the foundation or standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which assesses their suitability for secondary education and places them in the secondary school course that suits their pace of academic learning and aptitude. Students can also seek admission to a secondary school based on their demonstrated and potential talents across a diverse range of areas (such as art and sports) through the Direct School Admission exercise.

Teachers consider the ability of their students when designing lessons and assessment tasks to ensure that they are able to learn at a pace that best suits them. Students who require more help in acquiring literacy and numeracy skills will receive additional support through targeted programmes that combine flexible teaching approaches and small group instruction so that they can learn at a more manageable pace. The Gifted Education Programme (GEP), meanwhile, caters to the educational needs of intellectually gifted students. High ability learners who are not in the GEP can also benefit from the enriched learning derived from school-based and MOE-run programmes.

We will continuously seek to make learning more enjoyable and meaningful for students, while developing the desired skills and values that will put them in good stead for the future. Over the next few years, we will continue to place greater emphasis on training teachers to further enhance teaching pedagogies and holistic assessment.

## SECONDARY EDUCATION

At the secondary level, we offer three courses designed to match students' academic progress and interests.

- **Express Course.** This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level exam. Students learn English and a Mother Tongue Language<sup>1</sup>, as well as Mathematics, the Sciences and the Humanities.
- **Normal (Academic) [N(A)] Course.** This is a four-year course with an academic-based curriculum leading to the GCE N(A)-Level exam. Students learn subjects similar to those offered in the Express course. Those who do well at the N(A)-Level will qualify to progress to Secondary 5 to prepare for the O-Level exam. Selected students may sit for the O-Level exam in some subjects at Secondary 4, or bypass the N(A)-Level exam and progress directly to Secondary 5 to take the O-Level exam under the N(A) Through Train programme. Since 2013, as alternatives to Secondary 5, students who do well at the N(A)-Level have two “through-train” pathways to the polytechnics – (i) a one-year Polytechnic Foundation Programme (PFP); or (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP) via *Higher Nitec* course at the Institute of Technical Education (ITE).
- **Normal (Technical) [N(T)] Course.** This is a four-year course leading to the GCE N(T)-Level exam. Students learn English and a Mother Tongue Language, Mathematics, and subjects with technical or practical emphases to enhance experiential and practice-oriented learning.

While students may initially be placed in a particular course, there are opportunities for lateral transfers mid-stream. With Subject-Based Banding (Secondary) [SBB (Sec)], students in the N(A) and N(T) courses are allowed to take some subjects at a more demanding level at Secondary 1 if they performed well in these subjects at PSLE, or if they demonstrate an aptitude for the subjects subsequently.

To further customise learning to each student's needs, MOE will be embarking on Full SBB, to allow students to customise their education at the subject level, rather than at the course level. Full SBB will be progressively adopted across all secondary schools between 2020 and 2024. With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T), N(A), and O-Level subjects respectively. All Lower Secondary students will take some subjects at the same level. At the end of their secondary education, all students will sit for a common national examination for the papers at the corresponding level of demand for the subject. The Singapore-Cambridge GCE N(T)-, N(A)-, and O-Level examination certificates will be replaced by the common Singapore-Cambridge Secondary Education Certificate from 2027.

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<sup>1</sup> Students can opt to study Mother Tongue at either the standard, higher, or Syllabus B levels depending on their ability and eligibility.

The following schools and programmes form part of our diverse secondary school landscape to suit the unique needs of every child:

- **Specialised Schools.** NorthLight School and Assumption Pathway School cater to students who are not eligible for the N(T) stream based on their PSLE performance. Students graduate from these two schools with the ITE Skills Certificate (ISC), which prepares them for employment or admission into the ITE.
- **Specialised Schools for Normal (Technical) Students.** Crest Secondary School and Spectra Secondary School cater to students who are eligible for the N(T) course and prefer a more hands-on and skill-based learning experience. Students from the two SSNTs offer the ISC as well as N(T)-level English Language, Mathematics and Mother Tongue Languages. Selected students also offer N(T)-level Science, or N(A)-level English Language or Mathematics.
- **Specialised Independent Schools.** The NUS High School of Math and Science, School of Science and Technology, School of the Arts, and Singapore Sports School cater to students with talents and strong interests in the specific fields of math and science, applied learning, arts, and sports.
- **Integrated Programme.** Some schools offer the Integrated Programme, a six-year programme for academically-strong students who prefer a more independent and less structured learning approach. The programme aims to develop students according to their aptitudes and interests by engaging them in broader learning experiences in both academic and non-academic aspects of the curriculum. Students proceed to pre-university education without sitting for the O-Level examinations, leading to the GCE A-Level examinations, International Baccalaureate diploma, or NUS High School diploma at the end of six years.

All secondary schools have distinctive programmes to better support students' interests and talents. In particular, the **Applied Learning Programme (ALP)** and **Learning for Life Programme (LLP)**<sup>2</sup> complement core academic and student development programmes, offering students more opportunities to pursue learning in line with their interests, while helping them develop 21<sup>st</sup> Century Competencies (21CC) through applying classroom learning to real life issues, and acquiring life skills in authentic contexts. Elective Modules and Advanced Elective Modules complement the national curriculum and expose students to applied learning options in the ITE and Polytechnics. Interested and able students may also offer Applied Subjects at various schools to pursue specific areas in greater depth. Co-curricular programmes such as Co-curricular Activities and Values-in-Action also give students opportunities to situate their learning in the real world.

To promote the holistic development of our students, all secondary schools have access to quality art and music programmes. In addition, the Art and Music

<sup>2</sup> Independent Schools, Autonomous Schools, Schools with Integrated Programme, Specialised Independent Schools and Specialised Schools already have their own distinctive programmes, and hence, are not included within the ALP/ LLP framework.

Elective Programmes, as well as the Enhanced Art and Music Programmes, enable students with keen disposition and capability in art and music to further develop their passion and talent. Physical Education engages students in a wide range of physical activities and sports, and develop character and values in the process. Outdoor Education imbues the values of resilience, ruggedness and tenacity in students, as well as the ability to work well in teams, through experiences that cannot be replicated in classrooms.

To help students make better informed education and career choices in school and beyond, Education and Career Guidance (ECG) is implemented through a developmentally appropriate and structured approach. It is delivered through an ECG curriculum that is complemented with the MySkillsFuture student portal, ECG experiences, and counselling. The MySkillsFuture student portal provides up-to-date education and career/industry information and tools to help students understand their interests, values, abilities and education and career choices. ECG experiences, such as ECG talks and fairs, and learning journeys to education institutions/industries, help students raise their self-awareness and guide their education and career planning.

## POST-SECONDARY EDUCATION

After Secondary 4 or Secondary 5, most students proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Centralised Institute.** Students can apply for pre-university education at the junior colleges (two-year course) or centralised institute (three-year course) leading to the GCE A-Level examinations or the International Baccalaureate diploma (for Anglo-Chinese School (Independent) and St Joseph's Institution). The junior colleges and centralised institute offer a wide range of elective programmes and subjects. To ensure a good breadth of skills and knowledge, students take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts. To nurture social and emotional competencies and life skills, students participate in Values-in-Action programmes that help them cultivate qualities such as initiative, leadership, and social responsibility. These programmes allow students to apply their learning to real world contexts.
- **Singapore Sports School / School of the Arts, Singapore (SOTA).** Students with talent and strong interests in sports and arts can apply for a specialised education leading to the International Baccalaureate diploma at both schools, or a Diploma in Business Studies at the Singapore Sports School.
- **Polytechnics.** Students interested in pursuing a more practice-oriented pathway may apply for full-time diploma courses at the Polytechnics. The Polytechnics provide hands-on experience within a dynamic and progressive learning environment. The Polytechnics typically admit students with O-Level qualifications, or ITE's *Nitec* and *Higher Nitec* qualifications, but top-performing Secondary 4 N(A) students may apply for entry to the Polytechnics via the Polytechnic Foundation Programme, which offers a practice-oriented curriculum in lieu of Secondary 5. The polytechnics also admit working adults with relevant work experience through the Polytechnic Early Admissions Exercise.

One of the features of a polytechnic education is the strong emphasis on practice-based learning. Work attachments with industry partners are part of the curriculum and can vary in duration from six weeks to six months or longer for selected courses. These provide students with valuable on-the-job experience and the opportunity to work with industry experts. Polytechnic graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.

The polytechnics also offer part-time programmes at diploma and post-diploma level designed for adult learners who want to deepen their knowledge and skills across a range of disciplines and industries.

**Part-time diploma** courses are designed to be modular and more compact than full-time diploma courses, to provide more flexible and accessible upgrading opportunities for adult learners.

**Post-diploma** courses cater to working professionals who are diploma or degree holders. They are modular, shorter in duration than diploma courses, and mostly designed for part-time study. These include the Advanced Diploma and Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in the field they are trained or practising in, and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.

**Work-Study Post-Diploma (WSPostDip)** programmes (previously known as the “SkillsFuture Earn and Learn” programmes) are 12- to 18-month work-learn programmes that give polytechnic graduates a head-start in careers related to their discipline of study. WSPostDips provide opportunities for graduates to build on the skills and knowledge they acquired in school, and support their transition into the workforce. WSPostDip trainees undergo structured workplace learning, mentorship and facilitated learning, and receive a \$5,000 sign-on incentive (for Singaporeans only) and industry-recognised certification upon completion.

- **Institute of Technical Education (ITE).** Students may also apply to ITE to pursue technical or vocational education, either through full-time *Nitec* or *Higher Nitec* courses, or traineeship programmes conducted in partnership with employers. ITE typically admits N-level holders into *Nitec* courses, and O-Level holders into *Higher Nitec* courses, but Secondary 4 N(A) students who meet the eligibility requirements may apply for entry to selected *Higher Nitec* courses via the DPP, which prepares students for progression into polytechnic diploma courses. ITE taps on industry expertise via its extensive partnerships and collaborations to ensure its graduates are well-equipped with skills needed by the industry. ITE offers internship opportunities that provide students with meaningful work-based learning under the guidance of industry mentors. ITE graduates who wish to further their education can also be considered for admission to the polytechnics, as well as ITE’s Technical Diploma programmes, based on their *Nitec* or *Higher Nitec* qualifications.



ITE also offers part-time **Nitec, Higher Nitec, Specialist Nitec and ITE Skills Certificate (ISC)** courses. They are offered in modular form, giving participants the flexibility to sign up for training based on their needs.

**Work-Study Diploma (WSDip)** programmes at ITE are 2.5 to 3 year Work-Study programmes that are open to fresh and in-employment ITE graduates. ITE's WSDip provides trainees with a hands-on, skills-based and apprenticeship-based training pathway. WSDip courses are co-developed and co-delivered by ITE and partner companies, with structured on-the-job training at partner companies' workplaces comprising 70% of the total curriculum time. WSDip trainees are full-time employees of partner companies and receive a salary for the duration of their course. Eligible WSDip trainees (Singaporeans only) will receive a \$5,000 sign-on incentive.

For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers.

- **Arts Institutions.** Students interested in the creative arts at the tertiary level can enrol in programmes offered by the LASALLE College of the Arts (LASALLE) or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded, practice-based degree and diploma programmes in the visual, applied, and performing arts. N(A)-level students who meet eligibility requirements may also apply for the NAFA Foundation Programme (NFP), a 35-week programme that prepares students for enrolment into NAFA's diploma programmes through strengthening students' foundation in various creative arts disciplines. Successful applicants are given a provisional offer of admission to their diploma courses. Upon successful completion of the NFP, students will be offered a place in their chosen diploma course.

## Universities

Universities prepare students for the knowledge economy, equip them with skills to thrive professionally, and contribute to the research and innovation ecosystem. There are six publicly-funded Autonomous Universities (AUs) in Singapore that provide a wide range of academic, research, work-learn and student life options to cater to students' diverse interests and learning styles.

There are two types of AUs in Singapore:

- Research-intensive universities that are more academic in nature; and
  - Applied-degree pathway, where students receive more hands-on experience and industry exposure as part of their university education.
- **National University of Singapore (NUS)** is a comprehensive and research-intensive university with 17 faculties and schools at three campuses. Its international collaborations include the setting up of a second medical school with

Duke University, a music conservatory with Johns Hopkins University, and Singapore's first liberal arts college with Yale University.

NUS is known for its pioneering 'NUS Overseas Colleges' programme, which develops entrepreneurial acumen in students, as well as strong global programmes such as student exchange, and double degree and joint degree programmes with some of the world's top universities.

- **Nanyang Technological University (NTU)** is a comprehensive and research-intensive university with a strong focus on engineering, science, and technology. It offers undergraduate and postgraduate programmes through five colleges. NTU also has the Lee Kong Chian School of Medicine, which was established in collaboration with Imperial College London, and aims to be a model for innovative medicine education and a centre for transformative research. Graduates will have a strong understanding of the scientific basis of medicine, with an emphasis on technology, data science and the humanities.
- **Singapore Management University (SMU)** is a specialised and research-intensive university that offers undergraduate and postgraduate programmes across six schools. Its holistic undergraduate degree programme develops students into broadly educated individuals, with depth of discipline knowledge and adaptability to thrive in a changing world. Every SMU student will undertake experiences like global exposure, community service, internships, and a core curriculum that forms the root intellectual experience for all students.

SMU's 100% seminar-based pedagogy fosters strong interaction and collaboration. Students also take the SMU-X curriculum, which allows them to work on real-world industry issues under the guidance of faculty and industry partners.

- **Singapore University of Technology and Design (SUTD)** is a specialised and research-intensive university, with a multi-disciplinary human-centric and design-focused curriculum. It offers unique architecture and engineering, and more recently, the world's first design and artificial intelligence degree programmes that equip students with the relevant skills to create products, systems and services to address real-world challenges.

Grounded in Science, Technology, Engineering and Mathematics (STEM), SUTD's hands-on curriculum exposes students to the liberal arts, humanities and social sciences with the purpose of training critical thinkers, and incorporates elements of entrepreneurship, management, and design thinking. The first three semesters are taught in a distinctive "cohort-based classroom" format, where students study foundational subjects and learn collaboratively in small group cohorts of about 50 students.

- **Singapore Institute of Technology (SIT)** pioneered the applied degree pathway, with a focus on science and technology. It offers its own applied degrees, and degree programmes offered in partnership with reputable overseas universities that strongly emphasise practice-oriented learning and connection with industry.

The Integrated Work Study Programme is a distinctive feature of SIT degree programmes. During the course of their studies, students can undertake 6 to 12 months of relevant work to develop specialised skills in their chosen field.

- **Singapore University of Social Sciences (SUSS)**<sup>3</sup> provides an applied education that targets both fresh school leavers and adult learners, in the domain of the social sciences, and disciplines that have a strong impact on human and community development. It offers more than 70 undergraduate and graduate programmes in five schools.

These programmes are available in full-time and part-time study modes to cater to the fresh school leavers and working adults. The university's diverse student profile allows fresh school leavers to take classes alongside more mature part-time students with work experience, which provides a rich and unique learning experience.

### *Work-Study Degrees (WSDegs)*

Since 2017, the AUs have launched Work-Study Degrees to further tighten the nexus between education and training. These programmes feature increased employer involvement, where the companies and AUs co-design and co-deliver curricula that closely interconnect theory and practice, as well as co-assess students' performance at the workplace. They can be delivered through one of the following modes: (i) term-in/term-out, where trainees alternate between spending one to two terms in university and at the workplace; (ii) work-day/study-day, e.g. trainees alternate between working three days in the company, and studying the remaining two days in university each week; or (iii) a combination of the two.

### *Lifelong Learning Units*

In addition, lifelong learning units have been set up to coordinate and oversee programmes that cater to adult learners, including ramping up the delivery of shorter, bite-sized courses. Some of these lead to micro-credentials such as Graduate Certificates, which provide recognition without a need to further commit to longer term studies. The universities are also expanding lifelong learning support for alumni, such as NUS's LifeLong Learners (L<sup>3</sup>) programme, which aims to support alumni for 20 years from the point of enrolment.

## **SKILLSFUTURE**

SkillsFuture is a national movement to provide Singaporeans with opportunities to develop to their fullest potential through lifelong learning and skills mastery, regardless of their starting points. The movement involves collaboration amongst multiple stakeholders, including individuals, employers, industry associations, unions, training providers and government agencies.

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<sup>3</sup> Formerly known as SIM University (UniSIM) prior to 2017.

The four key thrusts of SkillsFuture are:

- a. Help individuals make well-informed choices in education, training and careers;
- b. Develop an integrated high-quality system of education and training that responds to constantly evolving needs;
- c. Promote employer recognition and career development based on skills and mastery; and
- d. Foster a culture that supports and celebrates lifelong learning.

### *Fostering a Culture of Lifelong Learning*

A major task is to shift away from an education system that relies on front-loading within the first two decades of an individual's life, towards continuing education and learning over a lifetime. As the pace of change in industry and turnover of skills intensifies, the approach of front-loading education is no longer adequate in preparing our workers to be future-ready. Hence, we have significantly increased government expenditure on continuing education and training (CET), and made skills upgrading and lifelong learning much more accessible and affordable for our workers. Some of the key initiatives that have been rolled out to support Singaporeans' lifelong learning include:

### *SkillsFuture Credit*

To catalyse a culture of lifelong learning in Singapore and encourage individual ownership of their skills development, Singapore Citizens aged 25 and above are provided with an opening SkillsFuture Credit of \$500. A broad-based top-up of \$500 was announced in 2020, together with an additional SkillsFuture Credit (Mid-Career Support) of \$500 for Singaporeans aged 40 to 60 to be used on career transition programmes at the CET Centres.

### *Upskilling through SkillsFuture programmes*

The IHLs have developed a list of short, industry-relevant training courses known as the SkillsFuture Series that focus on priority and emerging skills areas, such as data analytics, finance, and tech-enabled services. The courses are offered across 3 proficiency levels: Basic, Intermediate and Advanced.

### *MySkillsFuture Portal*

MySkillsFuture is a one-stop online portal that empowers individuals to chart their own career and lifelong learning pathways. The workforce portal provides industry information, online assessment tools, a Skills Passport for documenting users' skills, certificates and licences, as well as a Skills Quotient that helps individuals to identify their skills gaps along with personalised course recommendations to nudge them to make informed career and training decisions. MOE students from Primary 5 to Pre-University use the students' portal as part of their curriculum to raise their self-awareness and understanding of the world of work, identify their career aspirations, and guide them in their education and career decision-making processes. The

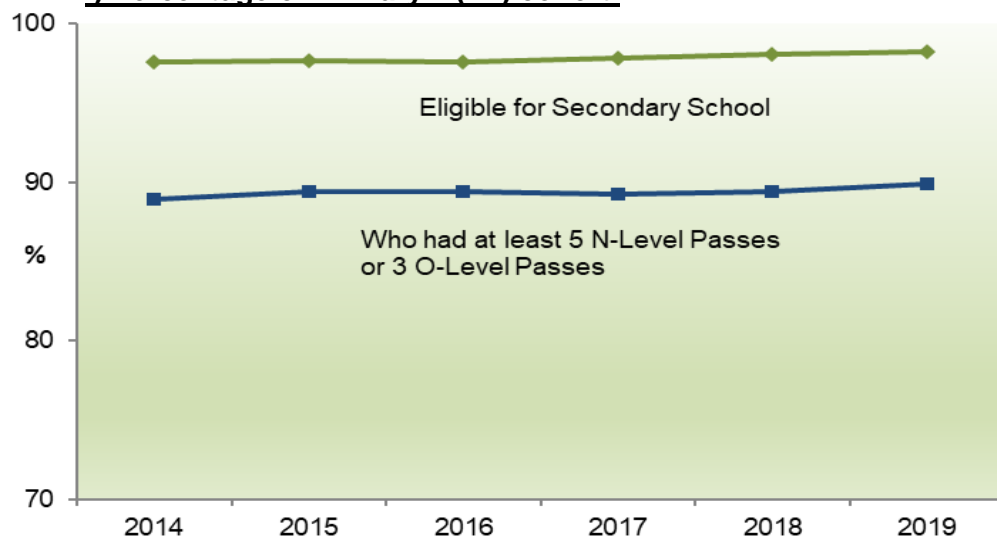
MySkillsFuture workforce portal also has a course directory to enable individuals to search for SkillsFuture Credit-eligible courses.

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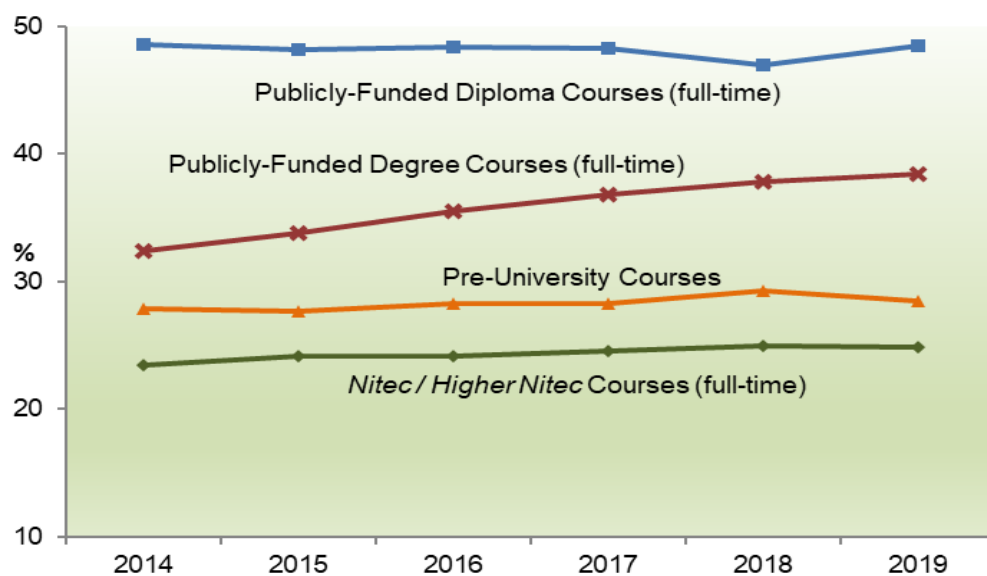


## KEY EDUCATIONAL INDICATORS

### A. i) Percentage of Primary 1 (P1) cohort:



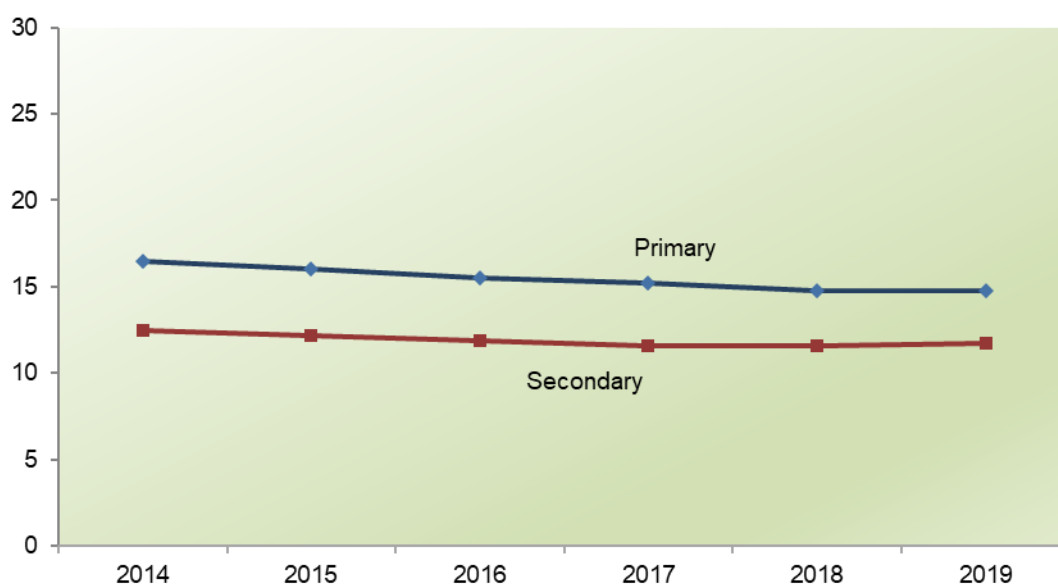
### ii) Percentage of Primary 1 (P1) cohort admitted to:



Percentage of P1 Cohort : <sup>1</sup>	2014	2015	2016	2017	2018	2019
(a) Eligible for Secondary School <sup>2</sup> (Refers to students who sat for PSLE and qualified for Express, Normal (Academic) or Normal (Technical) courses)	97.6	97.7	97.6	97.8	98.1	98.2
(b) Who had at least 5 N-Level passes or 3 O-Level passes <sup>2</sup>	88.9	89.4	89.4	89.2	89.4	89.9
<b>(c) Admitted to :<sup>3</sup></b>						
(i) Nitec / Higher Nitec Courses (full-time)	23.5	24.2	24.2	24.6	25.0	24.9
(ii) Publicly-Funded Diploma Courses (full-time) <sup>4</sup>	48.6	48.2	48.4	48.3	47.0	48.5
(iii) Pre-University Courses	27.9	27.7	28.3	28.3	29.3	28.5
(iv) Publicly-Funded Degree Courses (full-time) <sup>5</sup>	32.4	33.8	35.5	36.8	37.8	38.4

**Note:**

1. For indicators (a) and (b), figures for the last three years are preliminary. For indicators (c(i)) to (c(iv)), figures for the last five years are preliminary.
2. For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2019, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2014, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2010. These figures may be different from those shown in Tables 34 to 54 as the latter are based on exam candidatures and not P1 cohorts i.e. they would include students who enter the school system after P1 and exclude those who left the country after P1.
3. Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators (c(i)) to (c(iii)) are based on P1 cohorts from 10 years prior while indicator (c(iv)) is based on P1 cohort from 12 years prior to the year of reporting.
4. Publicly-funded diploma courses are offered by the five Polytechnics, ITE, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA).
5. Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, SUSS, LASALLE and NAFA.

**B. Ratio of Students to Teaching Staff**

	2014	2015	2016	2017	2018	2019
Primary	16.5	16.0	15.5	15.2	14.8	14.8
Secondary	12.5	12.2	11.9	11.6	11.6	11.7

**Note:**

1. Figures for secondary schools include students and teachers in Government, Government-Aided, Independent, Specialised Independent and Specialised schools.
2. The ratio of students to teaching staff or what is known as the Pupil-Teacher Ratio (PTR), is the number of primary/secondary students divided by the number of teachers in primary/secondary schools.

## **SECTION 1**

# **Primary, Secondary and Pre-University Education**



## 1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2019

Type of School	Primary	Secondary	Mixed Level <sup>1</sup>	Junior College / Centralised Institute	Total
<b>Total</b>	<b>179</b>	<b>136</b>	<b>16</b>	<b>11</b>	<b>342</b>
Government	138	101	4	7	250
Govt-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

Note: 1) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2). For type of school, Mixed Level schools are reflected according to their secondary section while their primary section may be of a different type. For example, if the secondary section is an independent school and its primary section is government-aided, the school will be reflected in the table above as an independent Mixed Level school.

## 2 STUDENTS, EDUCATION OFFICERS AND EP<sup>1</sup> IN SCHOOLS BY LEVEL, 2019

	Primary		Secondary		Mixed Level <sup>2</sup>		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	228,060	110,904	143,290	71,453	36,391	16,813	16,661	8,896	424,402	208,066
Teacher	15,436	12,431	12,177	7,776	3,018	1,903	1,594	942	32,225	23,052
Vice-Principal	297	204	252	125	51	26	21	10	621	365
Principal	186	135	141	69	17	9	11	6	355	219
Education Partners	3,317	2,411	3,236	2,021	933	589	289	199	7,775	5,220

Note: 1) Education Partners are non-Education Officers such as Vice-Principals (Admin), Administrative Managers, Administrative Executives, Allied Educators, Technical Support Officers, Operations Managers, Operations Support Officers and Corporate Support Officers. It excludes contract cleaners and security guards.

2) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2).

3) Staff strength data as at Dec 2019, which might include transitional staff movements/deployments.



### 3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2019

Level / Type of School	Teacher		Vice-Principal		Principal		All	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>32,225</b>	<b>23,052</b>	<b>621</b>	<b>365</b>	<b>355</b>	<b>219</b>	<b>33,201</b>	<b>23,636</b>
<b>Primary</b>	<b>15,857</b>	<b>12,799</b>	<b>306</b>	<b>211</b>	<b>186</b>	<b>135</b>	<b>16,349</b>	<b>13,145</b>
Government	11,629	9,290	229	160	143	99	12,001	9,549
Govt-Aided	4,228	3,509	77	51	43	36	4,348	3,596
<b>Secondary</b>	<b>13,848</b>	<b>8,818</b>	<b>284</b>	<b>139</b>	<b>152</b>	<b>76</b>	<b>14,284</b>	<b>9,033</b>
Government	9,226	5,869	195	89	104	51	9,525	6,009
Govt-Aided	2,890	1,925	56	32	32	16	2,978	1,973
Independent	1,047	670	22	16	6	4	1,075	690
Specialised Independent	356	216	5	1	5	4	366	221
Specialised	329	138	6	1	5	1	340	140
<b>Junior College / Centralised Institute</b>	<b>2,520</b>	<b>1,435</b>	<b>31</b>	<b>15</b>	<b>17</b>	<b>8</b>	<b>2,568</b>	<b>1,458</b>
Government	1,425	813	15	6	11	6	1,451	825
Govt-Aided	564	329	8	6	4	2	576	337
Independent	531	293	8	3	2	0	541	296

Note: 1) The above excludes 1,533 officers in HQ (of which 988 are female), 1,101 on various leave (of whom 1,000 are female), 262 on secondment to other institutions (of whom 175 are female) and 122 studying at NIE (of whom 99 are female).

2) Officers in Mixed Level schools are classified according to the level they teach or the level they are trained in.

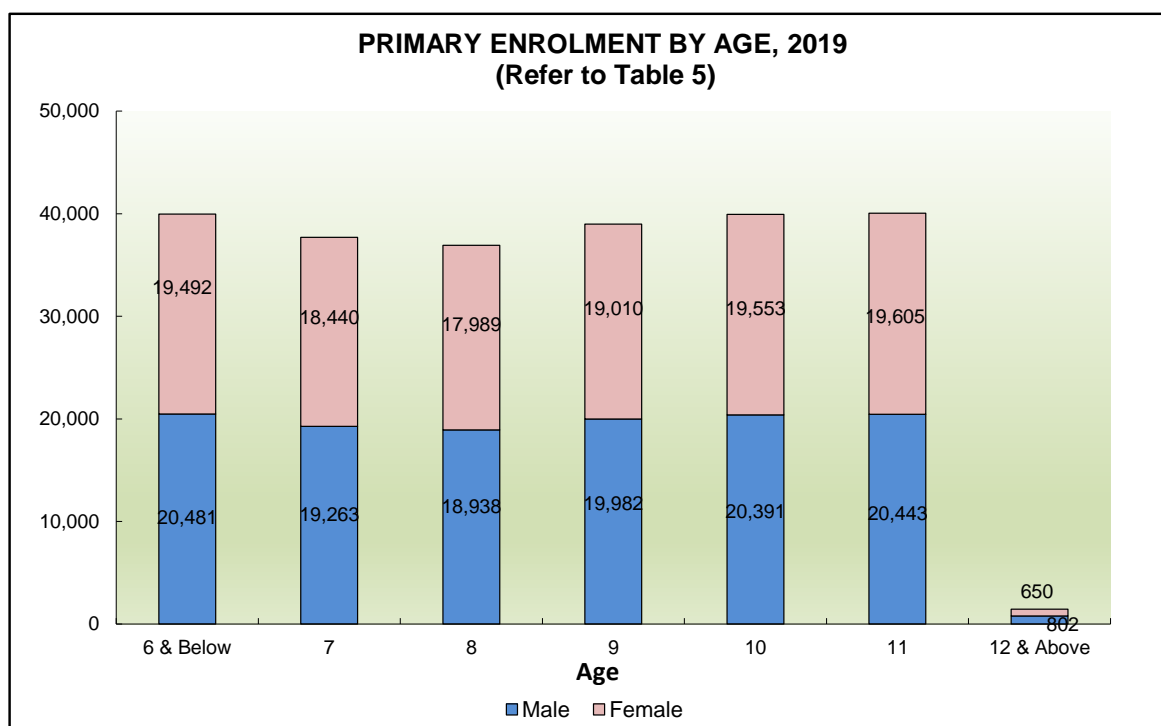
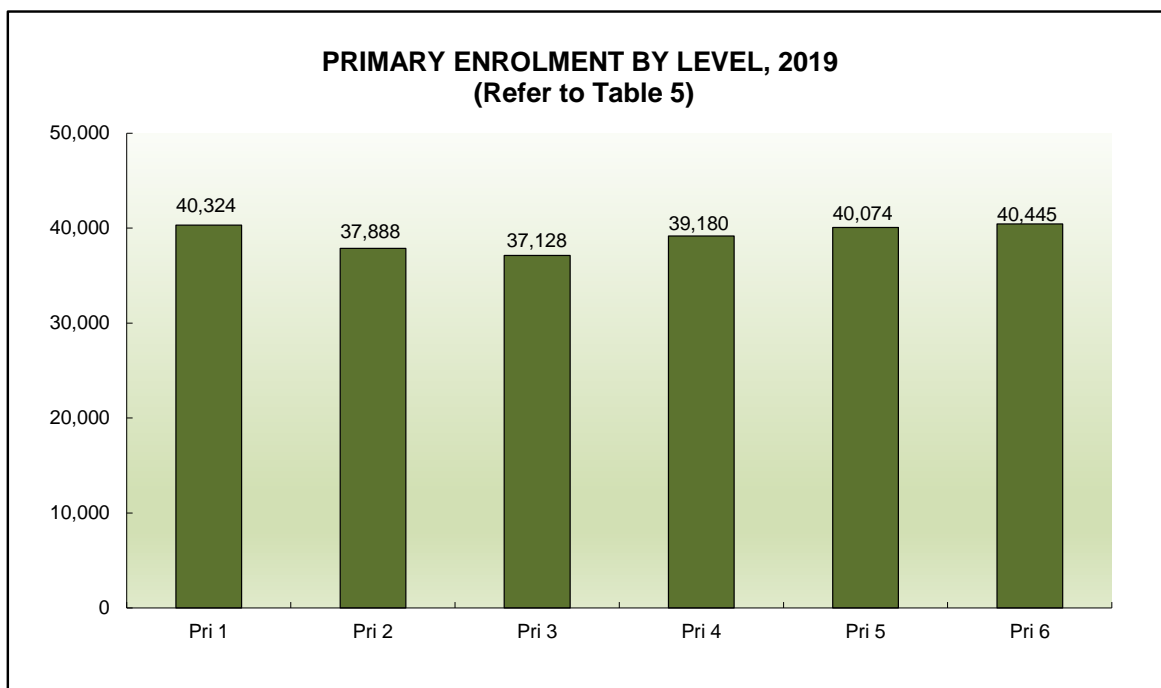
3) Include education officers on part-time employment scheme.

#### 4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2019

Level	Enrolment	No. of Classes	Average Class Size
<b>Total</b>	<b>424,402</b>	<b>13,187</b>	<b>32.2</b>
<b>Primary</b>	<b>235,039</b>	<b>7,123</b>	<b>33.0</b>
Pri 1	40,324	1,377	29.3
Pri 2	37,888	1,296	29.2
Pri 3	37,128	1,047	35.5
Pri 4	39,180	1,096	35.7
Pri 5	40,074	1,139	35.2
Pri 6	40,445	1,168	34.6
<b>Secondary</b>	<b>161,831</b>	<b>4,877</b>	<b>33.2</b>
Sec 1	39,571	1,131	35.0
Sec 2	39,187	1,113	35.2
Sec 3	39,733	1,207	32.9
Sec 4	39,522	1,237	31.9
Sec 5	3,818	189	20.2
<b>Junior College / Centralised Institute</b>	<b>27,532</b>	<b>1,187</b>	<b>23.2</b>
JC 1 / Pre-U 1	13,646	580	23.5
JC 2 / Pre-U 2	13,620	596	22.9
Pre-U 3	266	11	24.2

Note:

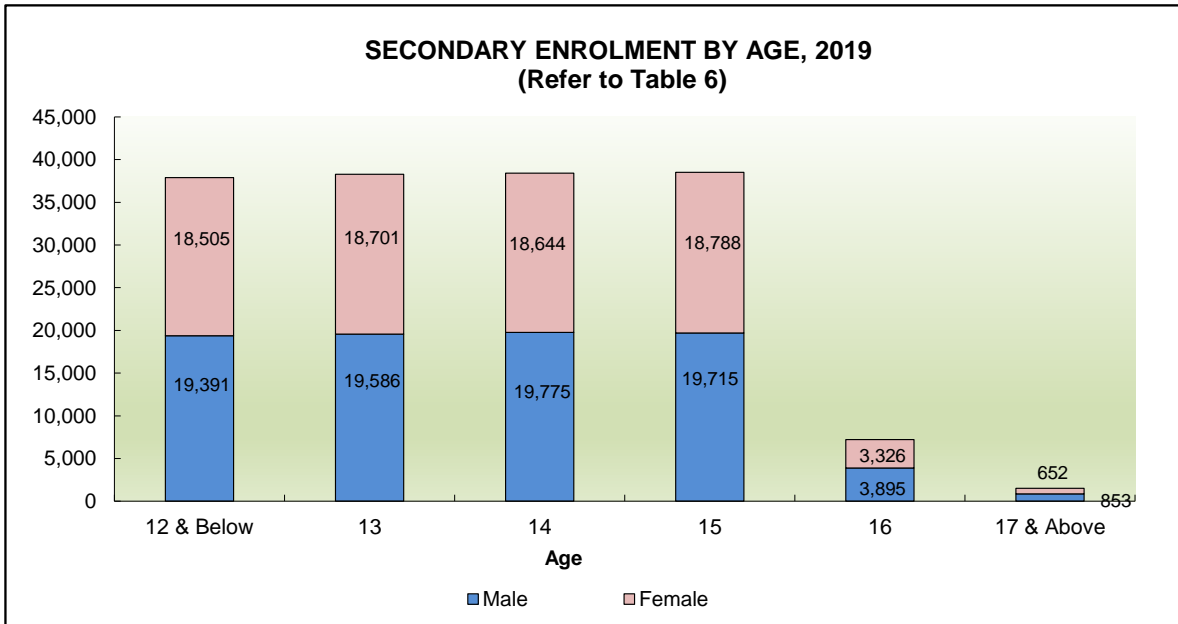
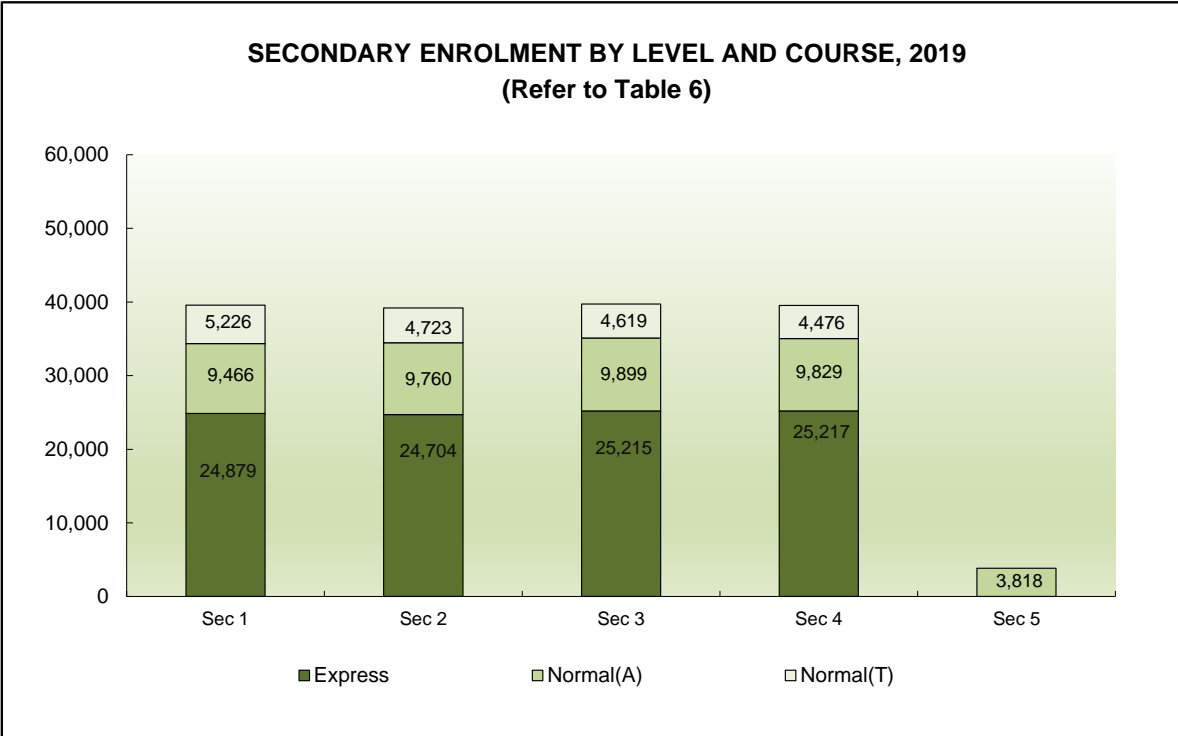
- 1) Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. The actual class size can be smaller for some subjects and lessons, depending on the learning needs of the students or programme considerations. For instance, levelling up programmes such as the Learning Support Programme for lower primary students, School-based Dyslexia Remediation programme and coursework subjects like Design and Technology at secondary level are conducted in smaller classes.
- 2) Students in Mixed Level schools are classified according to the level they are in.



## 5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2019

Level	Sex	Age (in years)										Total
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	
Total	MF	39,973	37,703	36,927	38,992	39,944	40,048	1,188	240	22	2	235,039
	F	19,492	18,440	17,989	19,010	19,553	19,605	517	123	9	1	114,739
Pri 1	MF	39,973	312	35	4	0	0	0	0	0	0	40,324
	F	19,492	106	16	2	0	0	0	0	0	0	19,616
Pri 2	MF	0	37,390	414	79	4	1	0	0	0	0	37,888
	F	0	18,334	147	34	1	0	0	0	0	0	18,516
Pri 3	MF	0	1	36,478	528	111	6	4	0	0	0	37,128
	F	0	.	17,826	206	52	4	3	0	0	0	18,091
Pri 4	MF	0	0	0	38,381	625	161	13	0	0	0	39,180
	F	0	0	0	18,768	254	74	5	0	0	0	19,101
Pri 5	MF	0	0	0	0	39,204	678	173	17	2	0	40,074
	F	0	0	0	0	19,246	297	80	7	1	0	19,631
Pri 6	MF	0	0	0	0	0	39,202	998	223	20	2	40,445
	F	0	0	0	0	0	19,230	429	116	8	1	19,784

Note : 1) Age is as at the start of the year.



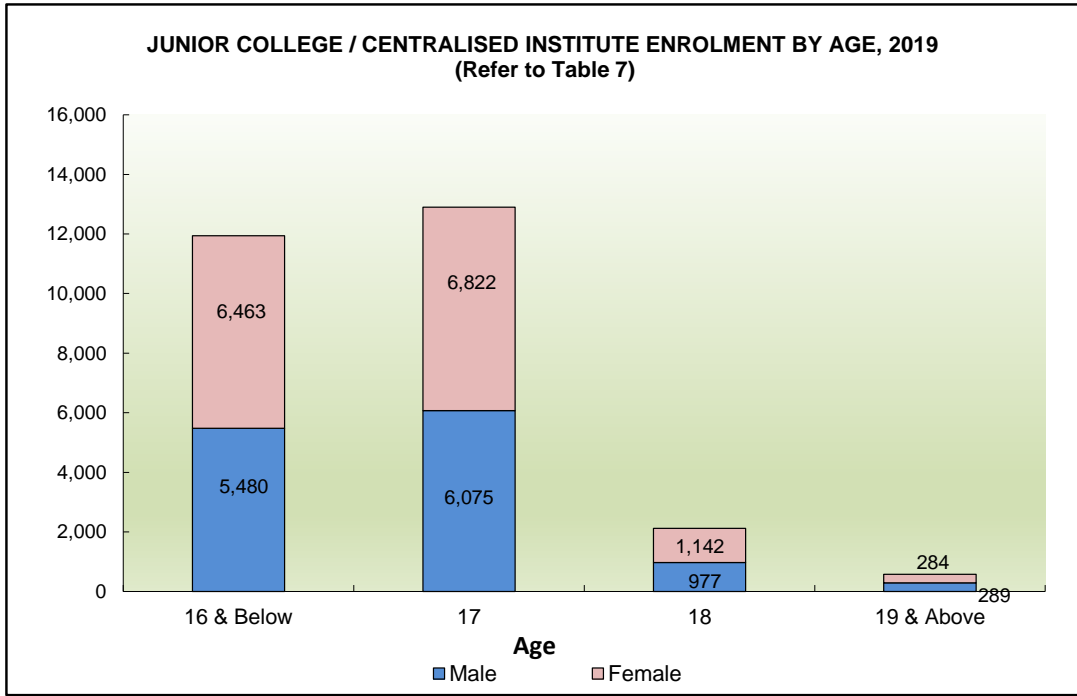
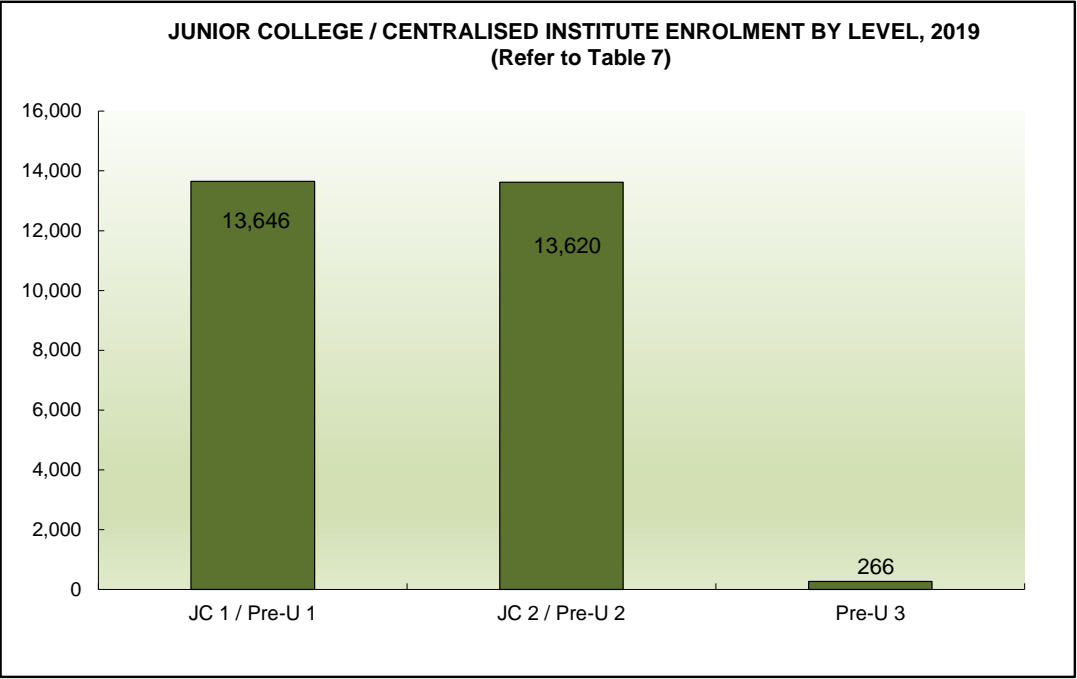


## 6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2019

Level & Course	Sex	Age (in years)									Total
		≤ 12	13	14	15	16	17	18	19	≥ 20	
<b>Total</b>	<b>MF</b>	<b>37,896</b>	<b>38,287</b>	<b>38,419</b>	<b>38,503</b>	<b>7,221</b>	<b>1,265</b>	<b>211</b>	<b>24</b>	<b>5</b>	<b>161,831</b>
	<b>F</b>	<b>18,505</b>	<b>18,701</b>	<b>18,644</b>	<b>18,788</b>	<b>3,326</b>	<b>547</b>	<b>91</b>	<b>13</b>	<b>1</b>	<b>78,616</b>
<b>Secondary 1</b>	<b>MF</b>	<b>37,895</b>	<b>1,278</b>	<b>344</b>	<b>34</b>	<b>18</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39,571</b>
	<b>F</b>	<b>18,505</b>	<b>585</b>	<b>169</b>	<b>16</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19,284</b>
Express	MF	24,239	493	143	4	0	0	0	0	0	24,879
	F	12,301	255	77	2	0	0	0	0	0	12,635
Normal(A)	MF	9,027	320	105	10	4	0	0	0	0	9,466
	F	4,353	143	54	6	1	0	0	0	0	4,557
Normal(T)	MF	4,629	465	96	20	14	2	0	0	0	5,226
	F	1,851	187	38	8	7	1	0	0	0	2,092
<b>Secondary 2</b>	<b>MF</b>	<b>1</b>	<b>37,007</b>	<b>1,663</b>	<b>436</b>	<b>57</b>	<b>16</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>39,187</b>
	<b>F</b>	<b>0</b>	<b>18,115</b>	<b>747</b>	<b>197</b>	<b>30</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>19,097</b>
Express	MF	1	23,820	678	191	13	1	0	0	0	24,704
	F	0	12,290	344	98	8	0	0	0	0	12,740
Normal(A)	MF	0	9,098	489	149	20	4	0	0	0	9,760
	F	0	4,318	206	59	13	2	0	0	0	4,598
Normal(T)	MF	0	4,089	496	96	24	11	6	1	0	4,723
	F	0	1,507	197	40	9	3	2	1	0	1,759
<b>Secondary 3</b>	<b>MF</b>	<b>0</b>	<b>2</b>	<b>36,410</b>	<b>2,448</b>	<b>745</b>	<b>95</b>	<b>30</b>	<b>3</b>	<b>0</b>	<b>39,733</b>
	<b>F</b>	<b>0</b>	<b>1</b>	<b>17,726</b>	<b>1,053</b>	<b>310</b>	<b>39</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>19,145</b>
Express	MF	0	1	23,660	1,135	400	15	4	0	0	25,215
	F	0	1	12,142	566	178	9	2	0	0	12,898
Normal(A)	MF	0	1	8,774	866	204	41	13	0	0	9,899
	F	0	0	4,156	309	86	13	5	0	0	4,569
Normal(T)	MF	0	0	3,976	447	141	39	13	3	0	4,619
	F	0	0	1,428	178	46	17	8	1	0	1,678
<b>Secondary 4</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>35,585</b>	<b>3,023</b>	<b>811</b>	<b>86</b>	<b>12</b>	<b>3</b>	<b>39,522</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>17,522</b>	<b>1,333</b>	<b>363</b>	<b>36</b>	<b>9</b>	<b>1</b>	<b>19,266</b>
Express	MF	0	0	1	23,242	1,474	472	26	2	0	25,217
	F	0	0	1	11,996	709	237	11	2	0	12,956
Normal(A)	MF	0	0	1	8,685	948	167	25	3	0	9,829
	F	0	0	1	4,146	406	67	10	3	0	4,633
Normal(T)	MF	0	0	0	3,658	601	172	35	7	3	4,476
	F	0	0	0	1,380	218	59	15	4	1	1,677
<b>Secondary 5</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,378</b>	<b>341</b>	<b>89</b>	<b>8</b>	<b>2</b>	<b>3,818</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,645</b>	<b>139</b>	<b>38</b>	<b>2</b>	<b>0</b>	<b>1,824</b>

Note:

- 1) Normal(T) figures include students on the ITE Skills Certificate course in Specialised Schools to equip them with employable skills for entry into the workforce or further training.
- 2) All Secondary 5 students are in the Normal (Academic) course.
- 3) Includes Government, Govt-Aided, Independent, Specialised Independent and Specialised schools.
- 4) Age is as at the start of the year.

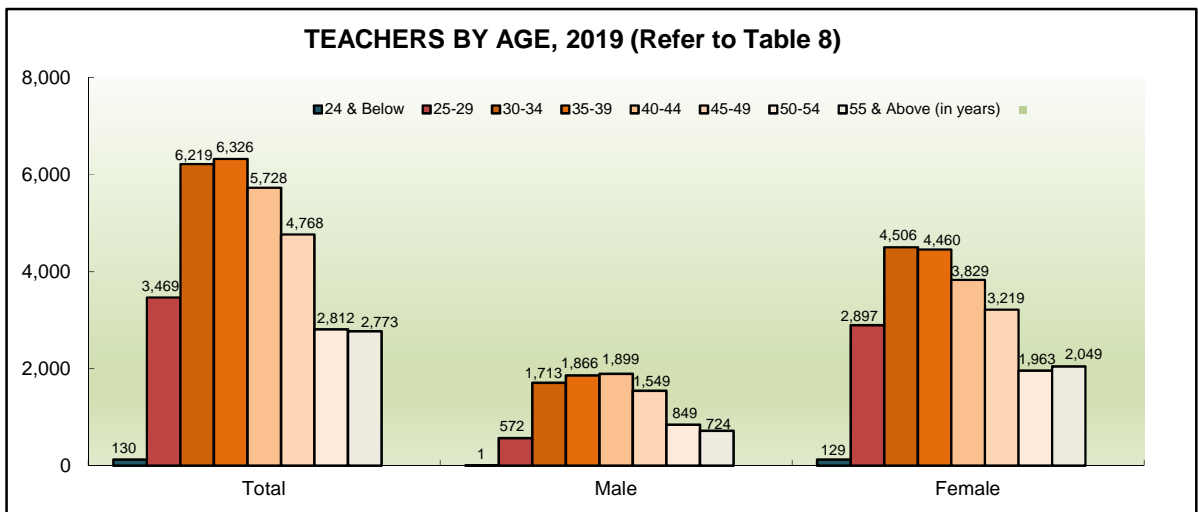
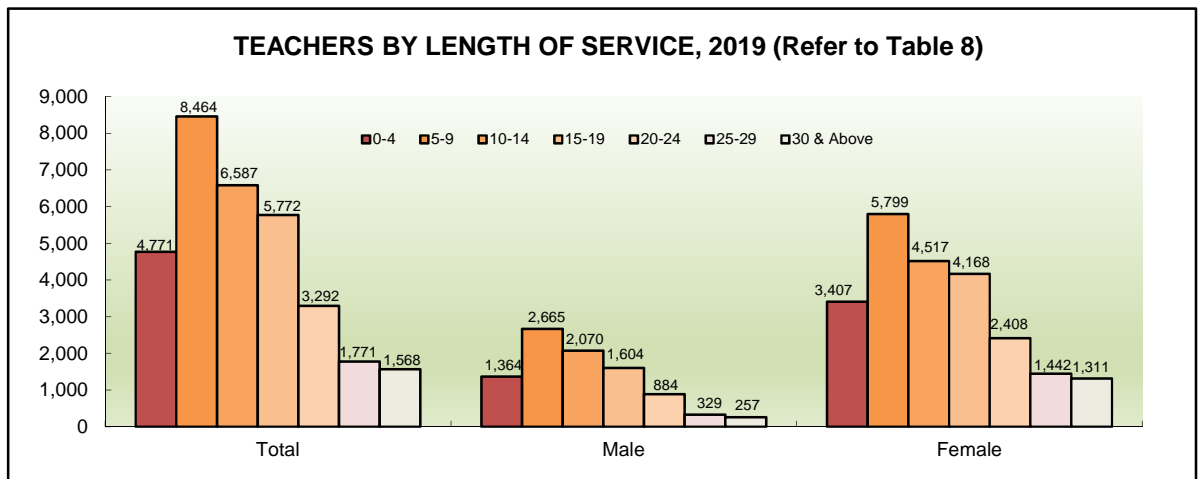


## 7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2019

Level	Sex	Age (in years)						Total
		≤ 16	17	18	19	20	≥ 21	
Total	MF	11,943	12,897	2,119	496	63	14	27,532
	F	6,463	6,822	1,142	245	33	6	14,711
JC 1 / Pre-U 1	MF	11,943	1,327	348	24	3	1	13,646
	F	6,463	698	185	16	1	1	7,364
JC 2 / Pre-U 2	MF	0	11,570	1,645	383	18	4	13,620
	F	0	6,124	875	177	7	1	7,184
Pre-U 3	MF	0	0	126	89	42	9	266
	F	0	0	82	52	25	4	163

Note :

- 1) Includes pre-university students such as those in Years 5 and 6 of the Integrated Programme.
- 2) Includes Government, Govt-Aided, Independent and Specialised Independent schools.
- 3) Age is as at the start of the year.



## 8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2019

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>15,857</b>	<b>12,799</b>	<b>13,848</b>	<b>8,818</b>	<b>2,520</b>	<b>1,435</b>	<b>32,225</b>	<b>23,052</b>
<b>Length of Service (in years)<sup>1</sup></b>								
0 - 4	2,290	1,854	2,129	1,357	352	196	4,771	3,407
5 - 9	3,806	2,927	3,972	2,485	686	387	8,464	5,799
10 - 14	3,132	2,438	2,888	1,750	567	329	6,587	4,517
15 - 19	3,199	2,593	2,188	1,374	385	201	5,772	4,168
20 - 24	1,703	1,432	1,345	844	244	132	3,292	2,408
25 - 29	1,015	896	631	468	125	78	1,771	1,442
30 & Above	712	659	695	540	161	112	1,568	1,311
<b>Age (in years)</b>								
24 & Below	72	72	56	55	2	2	130	129
25 - 29	1,569	1,419	1,684	1,323	216	155	3,469	2,897
30 - 34	2,852	2,294	2,830	1,895	537	317	6,219	4,506
35 - 39	3,144	2,467	2,613	1,649	569	344	6,326	4,460
40 - 44	2,969	2,337	2,315	1,290	444	202	5,728	3,829
45 - 49	2,520	1,969	1,938	1,091	310	159	4,768	3,219
50 - 54	1,509	1,214	1,125	663	178	86	2,812	1,963
55 & Above	1,222	1,027	1,287	852	264	170	2,773	2,049

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

## 9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2019

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>306</b>	<b>211</b>	<b>284</b>	<b>139</b>	<b>31</b>	<b>15</b>	<b>621</b>	<b>365</b>

### Length of Service (in years)<sup>1</sup>

0 - 9	3	2	8	2	2	1	13	5
10 - 14	21	11	41	15	6	3	68	29
15 - 19	74	49	75	27	5	3	154	79
20 - 24	105	67	61	28	6	0	172	95
25 - 29	52	41	39	23	3	2	94	66
30 & Above	51	41	60	44	9	6	120	91

### Age (in years)

30 - 34	1	1	2	0	1	1	4	2
35 - 39	23	19	37	20	7	3	67	42
40 - 44	81	59	59	24	2	1	142	84
45 - 49	91	53	71	27	7	3	169	83
50 - 54	57	38	45	22	5	1	107	61
55 & Above	53	41	70	46	9	6	132	93

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

# 10 PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2019

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>186</b>	<b>135</b>	<b>152</b>	<b>76</b>	<b>17</b>	<b>8</b>	<b>355</b>	<b>219</b>
<b>Length of Service (in years)<sup>1</sup></b>								
0 - 9	8	7	4	2	1	0	13	9
10 - 14	3	2	10	1	0	0	13	3
15 - 19	21	10	28	12	2	0	51	22
20 - 24	55	38	42	17	2	0	99	55
25 - 29	39	32	25	16	2	2	66	50
30 & Above	60	46	43	28	10	6	113	80
<b>Age (in years)</b>								
30 - 34	0	0	0	0	0	0	0	0
35 - 39	4	3	6	2	0	0	10	5
40 - 44	23	17	24	9	0	0	47	26
45 - 49	52	35	46	23	5	1	103	59
50 - 54	45	33	28	13	2	1	75	47
55 & Above	62	47	48	29	10	6	120	82

Note :1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

## 11 STATISTICS<sup>1</sup> ON PRIVATE SCHOOLS, 2019

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
<b>Total</b>	<b>28</b>	<b>13,070</b>	<b>5,524</b>	<b>2,192</b>	<b>1,735</b>
Full-time Islamic Religious School (Madrasah)	6	3,696	2,301	273	198
Privately Funded School <sup>2</sup>	3	3,022	1,486	317	183
Special Education School <sup>3</sup>	19	6,352	1,737	1,602	1,354

Note : 1) The figures include only private schools registered with MOE.

2) Privately-Funded Schools (PFS) offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.

3) The figures include only government-funded special education schools.

4) Private kindergartens are not included in these tables.



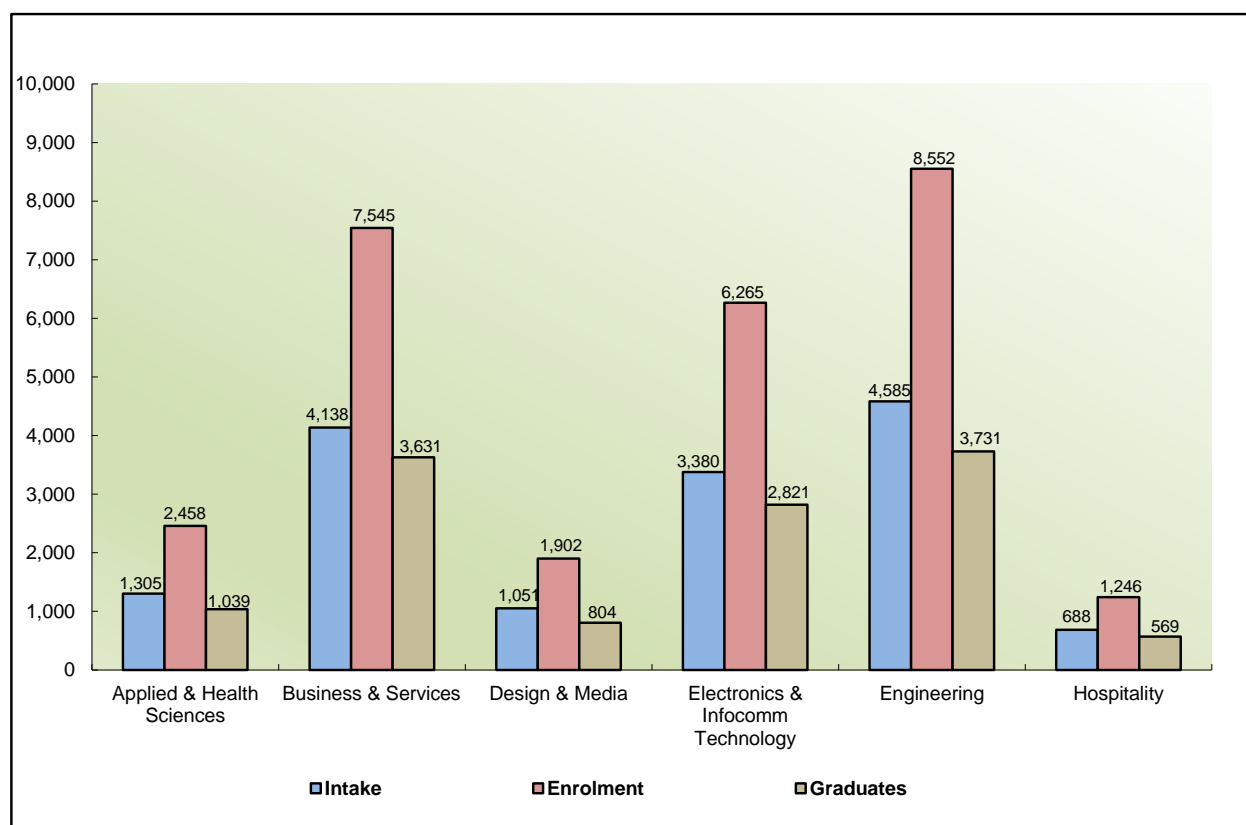
## **SECTION 2**

### **Post-Secondary Education**

## 12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2019

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>15,147</b>	<b>5,908</b>	<b>27,968</b>	<b>10,658</b>	<b>12,595</b>	<b>4,930</b>
<b>Applied &amp; Health Sciences</b>	1,305	822	2,458	1,565	1,039	701
<b>Business &amp; Services</b>	4,138	2,575	7,545	4,623	3,631	2,285
<b>Design &amp; Media</b>	1,051	590	1,902	1,024	804	405
<b>Electronics &amp; Infocomm Technology</b>	3,380	837	6,265	1,564	2,821	714
<b>Engineering</b>	4,585	714	8,552	1,225	3,731	502
<b>Hospitality</b>	688	370	1,246	657	569	323

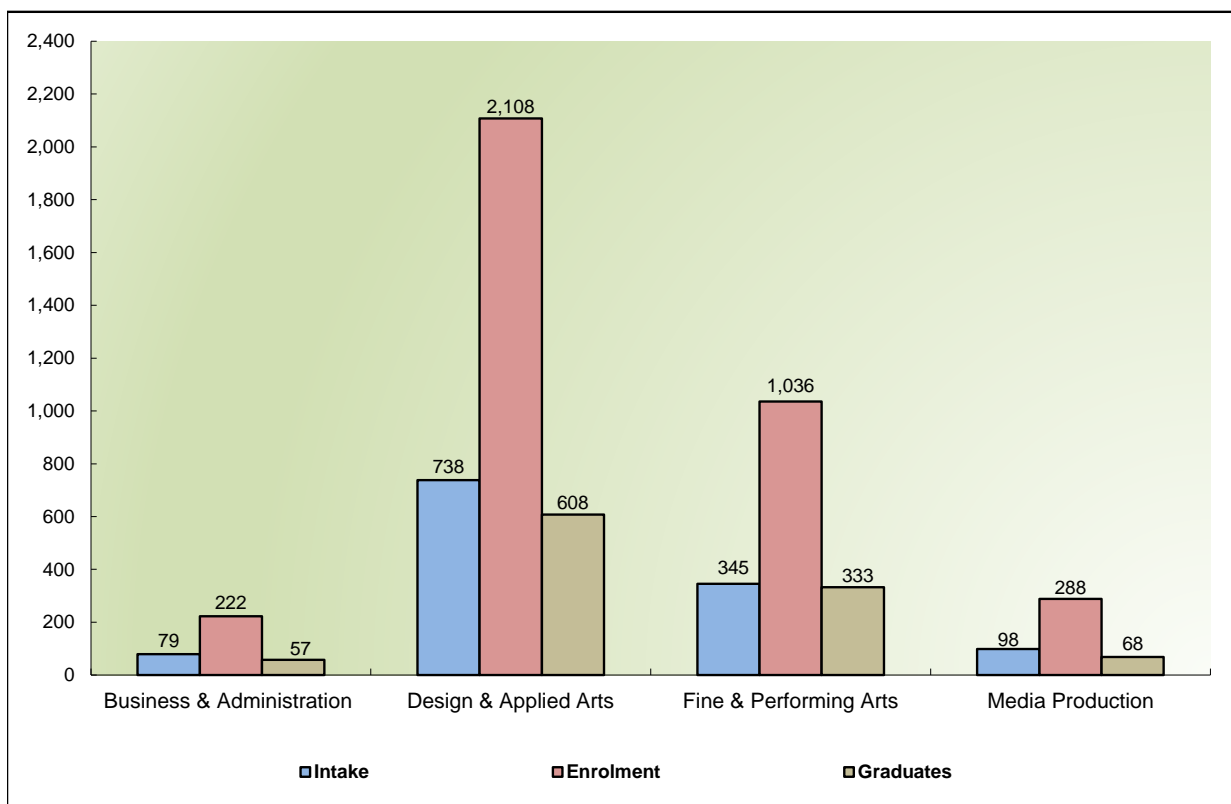
Note : 1) Refer to the Appendix for the classification of courses.



### 13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2019

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>1,260</b>	<b>891</b>	<b>3,654</b>	<b>2,550</b>	<b>1,066</b>	<b>752</b>
<b>Business &amp; Administration</b>	79	58	222	161	57	45
<b>Design &amp; Applied Arts</b>	738	545	2,108	1,569	608	449
<b>Fine &amp; Performing Arts</b>	345	236	1,036	690	333	222
<b>Media Production</b>	98	52	288	130	68	36

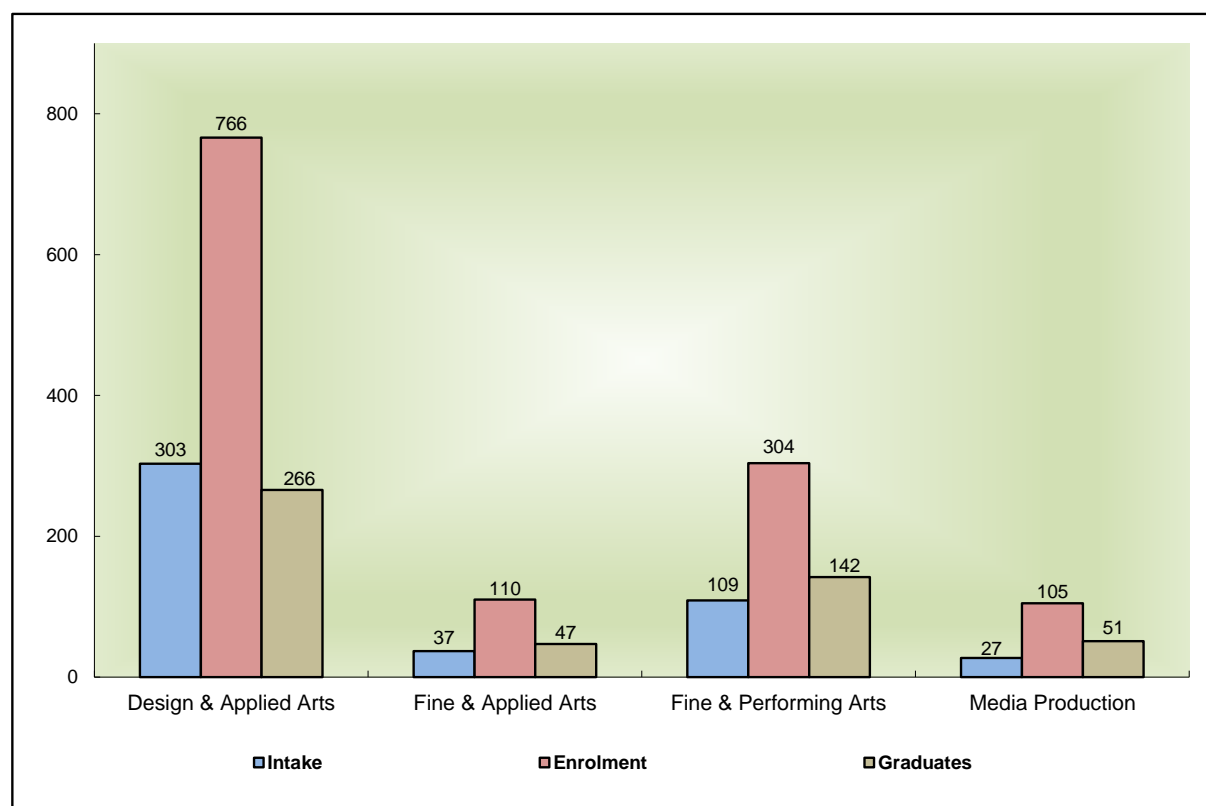
Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only. Intake excludes 53 students on NAFA Foundation Programme (of which 43 are female).  
 2) Intake includes direct entry to second and subsequent years.  
 3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



### 13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2019

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>476</b>	<b>344</b>	<b>1,285</b>	<b>941</b>	<b>506</b>	<b>370</b>
<b>Design &amp; Applied Arts</b>	303	229	766	594	266	209
<b>Fine &amp; Applied Arts</b>	37	33	110	94	47	35
<b>Fine &amp; Performing Arts</b>	109	72	304	199	142	103
<b>Media Production</b>	27	10	105	54	51	23

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time publicly-funded degree courses only.  
 2) Intake includes direct entry to second and subsequent years.  
 3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



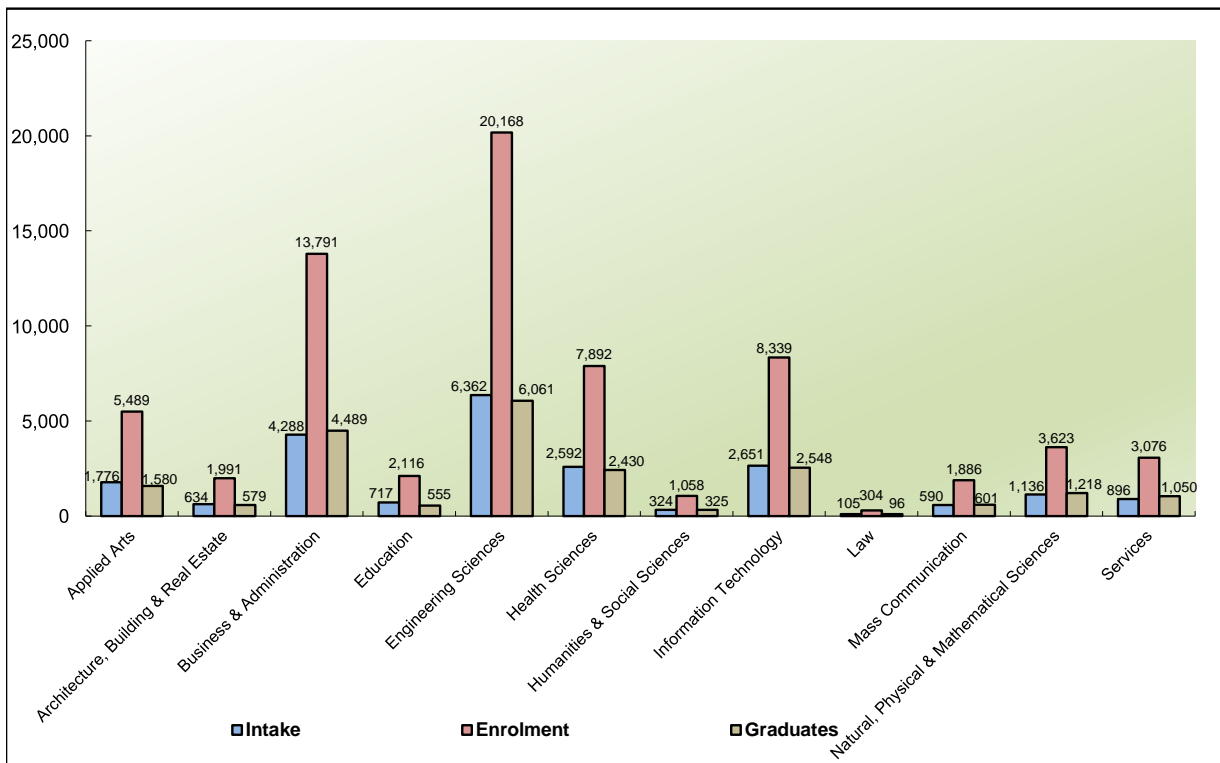
# 14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2019

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>22,071</b>	<b>10,599</b>	<b>69,733</b>	<b>33,208</b>	<b>21,532</b>	<b>10,436</b>
<b>Applied Arts</b>	1,776	1,084	5,489	3,290	1,580	934
<b>Architecture, Building &amp; Real Estate</b>	634	326	1,991	1,052	579	337
<b>Business &amp; Administration</b>	4,288	2,659	13,791	8,359	4,489	2,733
<b>Education</b>	717	660	2,116	1,951	555	522
<b>Engineering Sciences</b>	6,362	1,409	20,168	4,316	6,061	1,271
<b>Health Sciences</b>	2,592	1,901	7,892	5,904	2,430	1,834
<b>Humanities &amp; Social Sciences</b>	324	258	1,058	816	325	242
<b>Information Technology</b>	2,651	730	8,339	2,412	2,548	843
<b>Law</b>	105	69	304	200	96	61
<b>Mass Communication</b>	590	437	1,886	1,396	601	447
<b>Natural, Physical &amp; Mathematical Sciences</b>	1,136	691	3,623	2,200	1,218	743
<b>Services</b>	896	375	3,076	1,312	1,050	469

Note: 1) Intake, enrolment and graduate figures refer to diploma courses only. Intake excludes 1,446 students (of which 688 are female) on Polytechnic Foundation Programme.

2) Intake includes direct entry to second year.

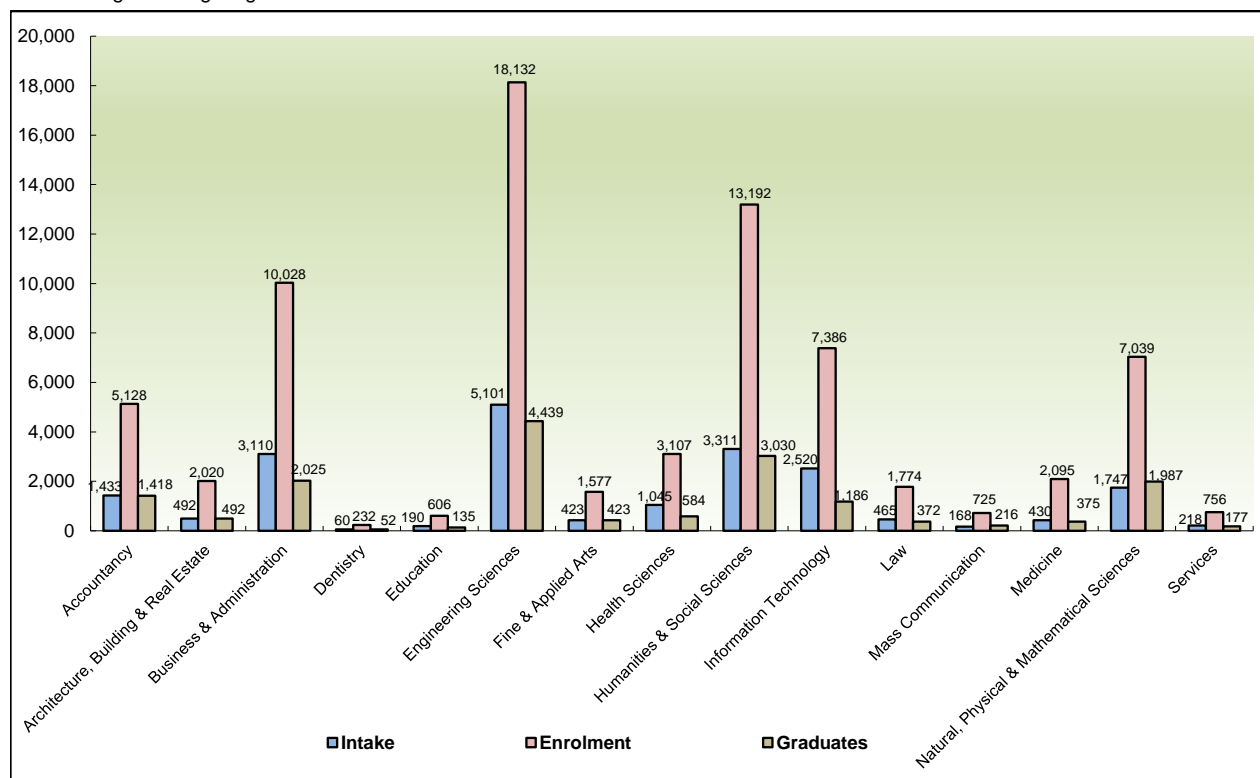
3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



# 15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES<sup>1</sup> BY COURSE (FULL-TIME), 2019

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>20,713</b>	<b>10,479</b>	<b>73,797</b>	<b>36,850</b>	<b>16,911</b>	<b>8,556</b>
Accountancy	1,433	780	5,128	2,801	1,418	830
Architecture, Building & Real Estate	492	288	2,020	1,173	492	310
Business & Administration	3,110	1,859	10,028	5,894	2,025	1,178
Dentistry	60	39	232	141	52	33
Education	190	156	606	500	135	102
Engineering Sciences	5,101	1,473	18,132	5,106	4,439	1,207
Fine & Applied Arts	423	249	1,577	940	423	242
Health Sciences	1,045	784	3,107	2,255	584	430
Humanities & Social Sciences	3,311	2,299	13,192	8,965	3,030	2,052
Information Technology	2,520	874	7,386	2,374	1,186	383
Law	465	215	1,774	862	372	155
Mass Communication	168	144	725	564	216	175
Medicine	430	194	2,095	978	375	181
Natural, Physical & Mathematical Sciences	1,747	1,023	7,039	3,904	1,987	1,196
Services	218	102	756	393	177	82

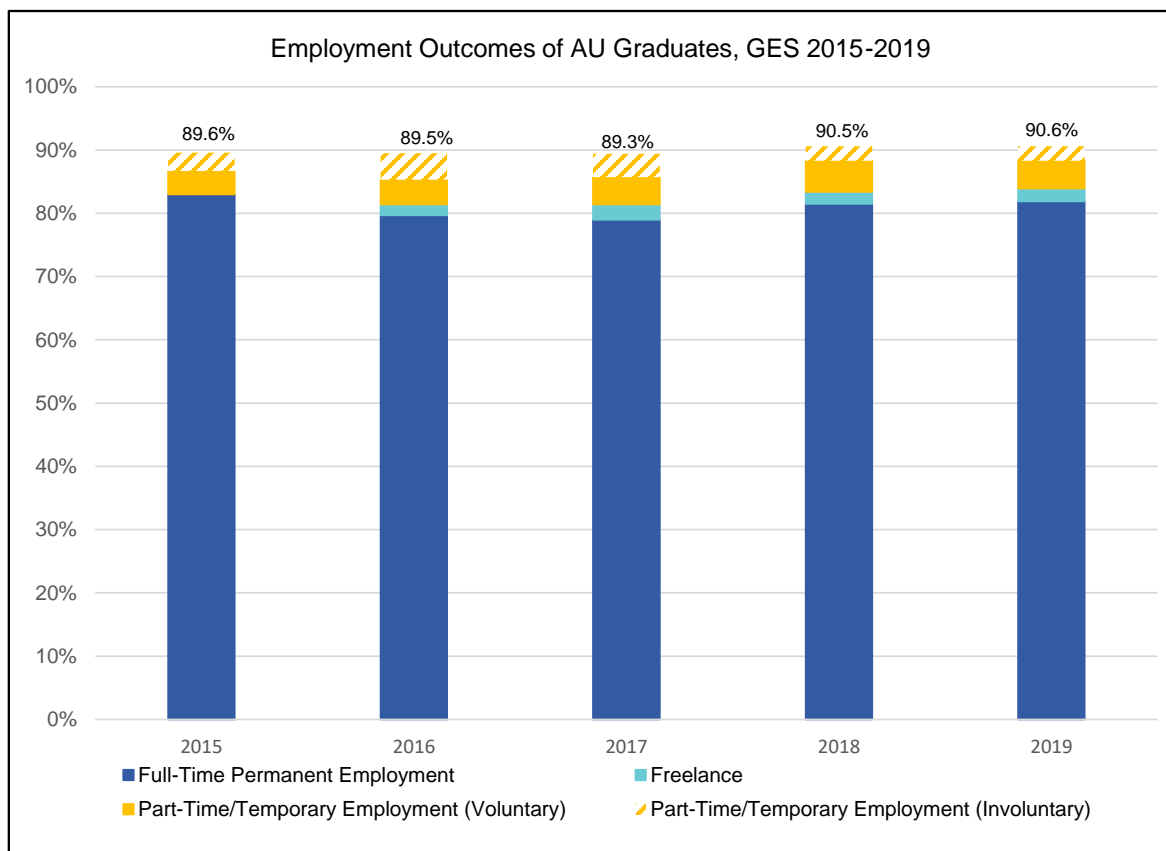
Note: 1) Refers to National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology & Design and Singapore University of Social Sciences.  
2) Intake, enrolment and graduates figures refer to full-time first degree only.  
3) Intake figures include students who entered directly into second and subsequent years.  
4) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



Notes on Graduate Employment Survey (Tables 16 to 19) :

- 1 The employment rates refer to the number of graduates employed as a proportion of graduates in the labour force (i.e. those who were working, or not working but actively looking and available for work) approximately six months after completing their final examinations.
- 2 Full-time permanent employment refers to employment of at least 35 hours a week and where the employment is not temporary. It includes those on contracts of one year or more.
- 3 Freelancers refer to those who operate their own business without employing any paid workers in the conduct of their business or trade.
- 4 Involuntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they tried but were unable to obtain a full-time permanent job offer so far.
- 5 Voluntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they were pursuing/ preparing to commence further studies, taking active steps to start a business venture, due to personal choice and other reasons.
- 6 Gross monthly salary pertains only to full-time permanently employed graduates. It comprises basic salary, overtime payments, commissions, fixed allowances and other regular cash payments, before deductions of the employee's CPF contributions and personal income tax. Employer's CPF contributions, bonuses, stock options, lump sum payments, and payments-in-kind are excluded.
- 7 AU, Polytechnic and Arts Institution graduates working on a freelance basis are tracked separately from GES 2016 onwards while ITE graduates are tracked from GES 2017 onwards.
- 8 Fresh graduates refer to those who had completed their studies in the year, comprising mostly females who are not liable for National Service (NS) after graduation and males who defer NS for further studies. Post-NS graduates refer to male graduates who had completed their studies about 2 years earlier. For example, 2019 data refers to male graduates who completed their full-time NS between April 2018 and March 2019 for Polytechnics and ITE graduates.
- 9 Figures might not add up due to rounding.

## 16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES

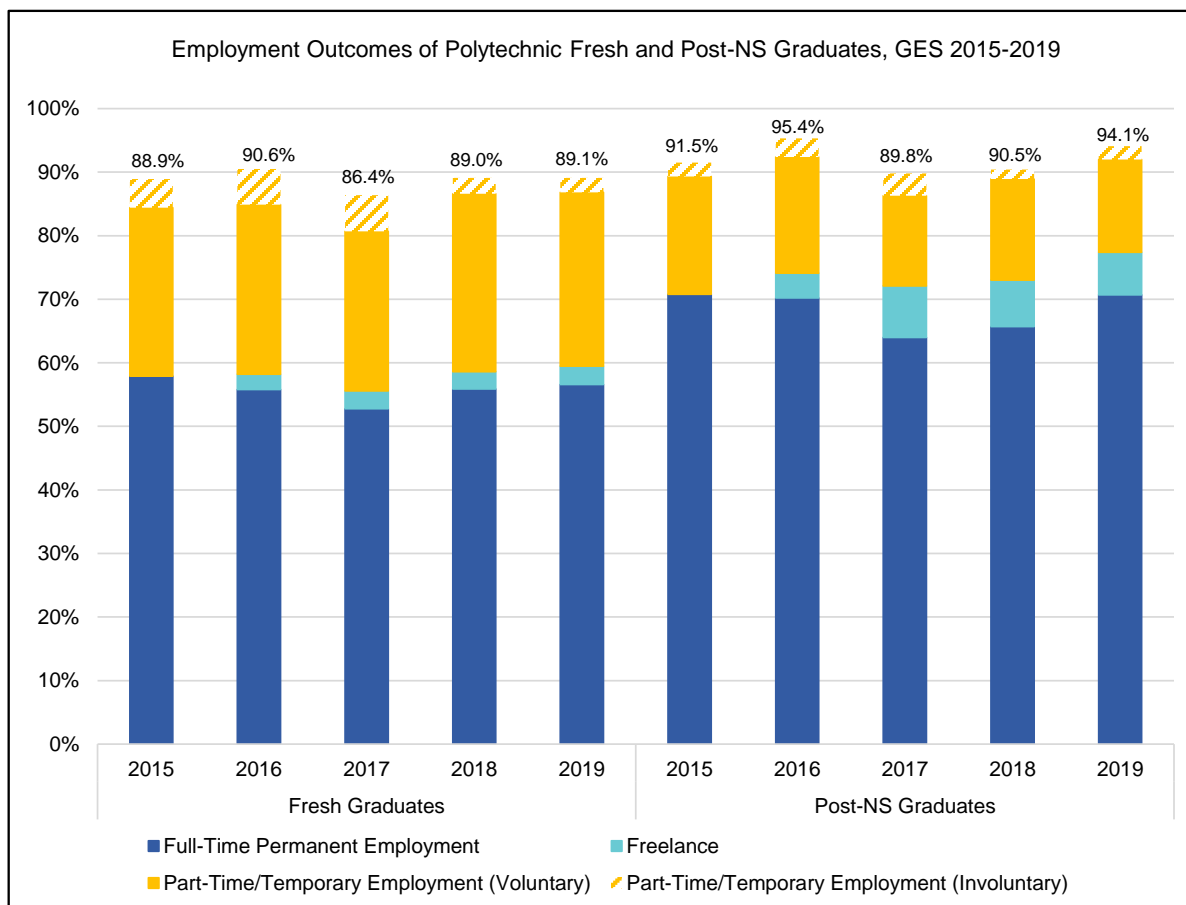


	2015	2016	2017	2018	2019
<b>Proportion Of AU Graduates In The Labour Force Who Are Employed</b>	<b>89.6%</b>	<b>89.5%</b>	<b>89.3%</b>	<b>90.5%</b>	<b>90.6%</b>
Part-Time/Temporary Employment (Involuntary)	2.9%	4.2%	3.7%	2.3%	2.3%
Part-Time/Temporary Employment (Voluntary)	3.7%	3.9%	4.3%	4.9%	4.4%
Freelance	-	1.7%	2.4%	1.9%	2.0%
Full-Time Permanent Employment	83.0%	79.7%	79.0%	81.5%	81.9%
Median Gross Monthly Salary of FTP Employed AU Graduates	\$3,300	\$3,300	\$3,400	\$3,500	\$3,600

Source: Graduate Employment Survey jointly conducted by NTU, NUS, SIT, SMU, SUSS and SUTD



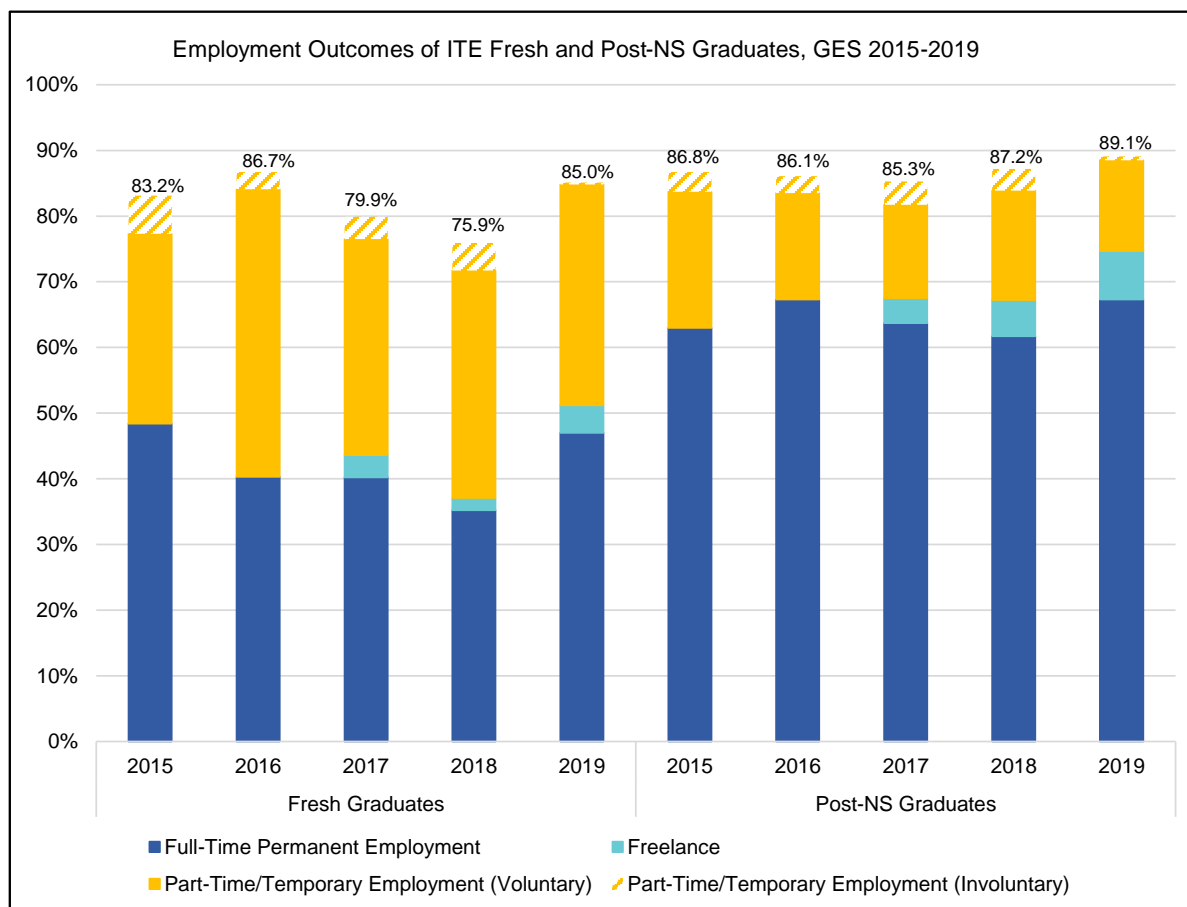
## 17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES



	Fresh Graduates					Post-NS Graduates				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Proportion Of Polytechnic Graduates In The Labour Force Who Are Employed</b>	<b>88.9%</b>	<b>90.6%</b>	<b>86.4%</b>	<b>89.0%</b>	<b>89.1%</b>	<b>91.5%</b>	<b>95.4%</b>	<b>89.8%</b>	<b>90.5%</b>	<b>94.1%</b>
Part-Time/Temporary Employment (Involuntary)	4.5%	5.6%	5.7%	2.5%	2.3%	2.2%	2.9%	3.5%	1.5%	2.1%
Part-Time/Temporary Employment (Voluntary)	26.5%	26.7%	25.1%	28.0%	27.3%	18.5%	18.3%	14.2%	15.9%	14.6%
Freelance	-	2.4%	2.8%	2.7%	2.9%	-	3.9%	8.1%	7.3%	6.7%
Full-Time Permanent Employment	57.9%	55.8%	52.8%	55.9%	56.6%	70.8%	70.2%	64.0%	65.7%	70.7%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	\$2,100	\$2,180	\$2,200	\$2,270	\$2,300	\$2,500	\$2,517	\$2,480	\$2,501	\$2,540

Source: Graduate Employment Survey jointly conducted by NP, NYP, RP, SP and TP

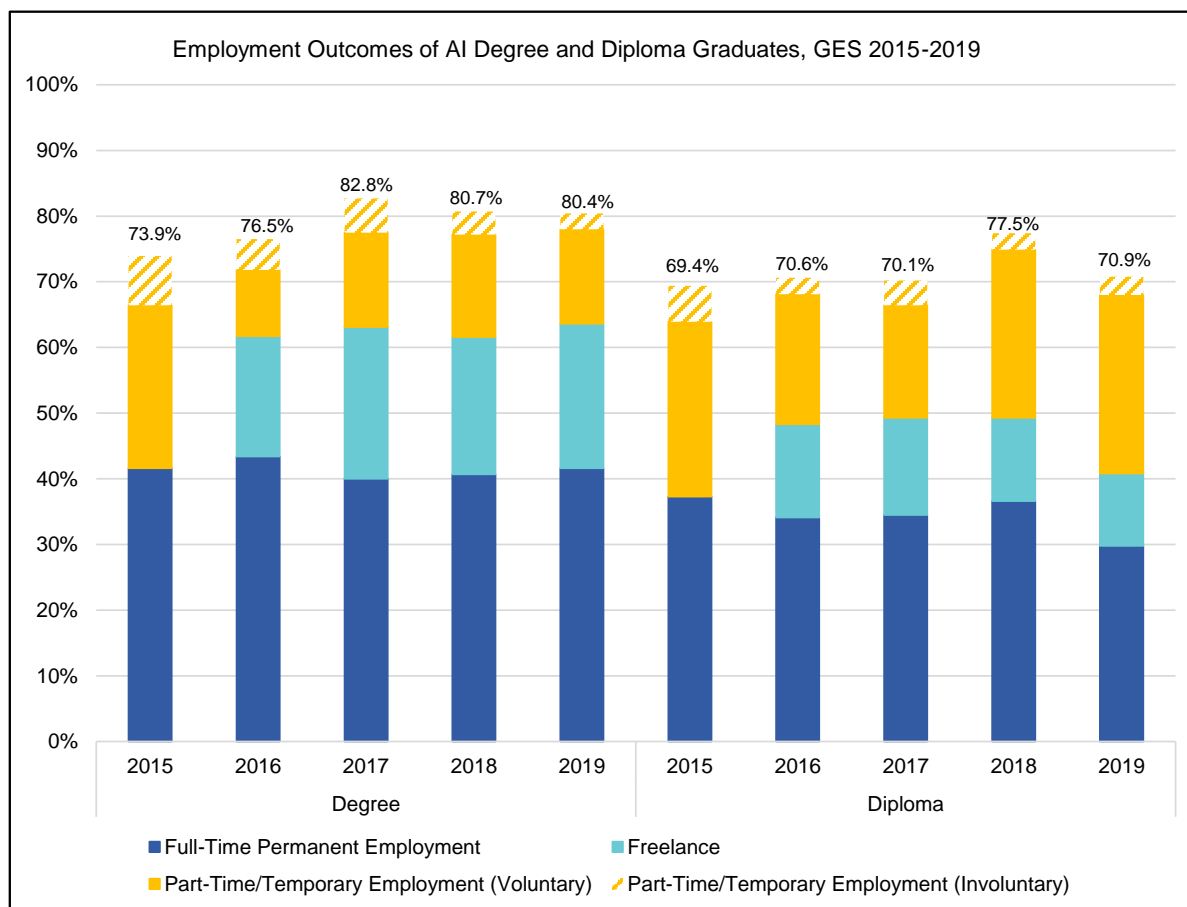
## 18 EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES



	Fresh Graduates					Post-NS Graduates				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Proportion Of ITE Graduates In The Labour Force Who Are Employed	83.2%	86.7%	79.9%	75.9%	85.0%	86.8%	86.1%	85.3%	87.2%	89.1%
Part-Time/Temporary Employment (Involuntary)	5.8%	2.6%	3.4%	4.2%	0.3%	3.0%	2.6%	3.6%	3.3%	0.6%
Part-Time/Temporary Employment (Voluntary)	28.9%	43.8%	32.9%	34.6%	33.6%	20.7%	16.2%	14.2%	16.7%	13.8%
Freelance	-	-	3.4%	1.9%	4.2%	-	-	3.8%	5.5%	7.4%
Full-Time Permanent Employment	48.4%	40.3%	40.2%	35.2%	47.0%	63.0%	67.3%	63.7%	61.7%	67.3%
Median Gross Monthly Salary of FTP Employed ITE Graduates	\$1,700	\$1,655	\$1,700	\$1,700	\$1,700	\$1,950	\$2,000	\$2,100	\$2,200	\$2,050

Source: Graduate Employment Survey jointly conducted by ITE

## 19 EMPLOYMENT OUTCOMES OF AI DEGREE AND DIPLOMA GRADUATES



	Degree					Diploma				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Proportion Of AI Graduates In The Labour Force Who Are Employed</b>	<b>73.9%</b>	<b>76.5%</b>	<b>82.8%</b>	<b>80.7%</b>	<b>80.4%</b>	<b>69.4%</b>	<b>70.6%</b>	<b>70.1%</b>	<b>77.5%</b>	<b>70.9%</b>
Part-Time/Temporary Employment (Involuntary)	7.5%	4.7%	5.2%	3.5%	2.4%	5.5%	2.5%	3.8%	2.5%	2.8%
Part-Time/Temporary Employment (Voluntary)	24.8%	10.1%	14.4%	15.6%	14.4%	26.6%	19.8%	17.1%	25.6%	27.2%
Freelance	-	18.3%	23.1%	20.9%	22.0%	-	14.2%	14.8%	12.7%	11.0%
Full-Time Permanent Employment	41.6%	43.4%	40.0%	40.7%	41.6%	37.3%	34.1%	34.5%	36.6%	29.8%
Median Gross Monthly Salary of FTP Employed AI Graduates	\$2,461	\$2,500	\$2,500	\$2,500	\$2,500	\$2,200	\$2,050	\$2,000	\$2,100	\$2,100

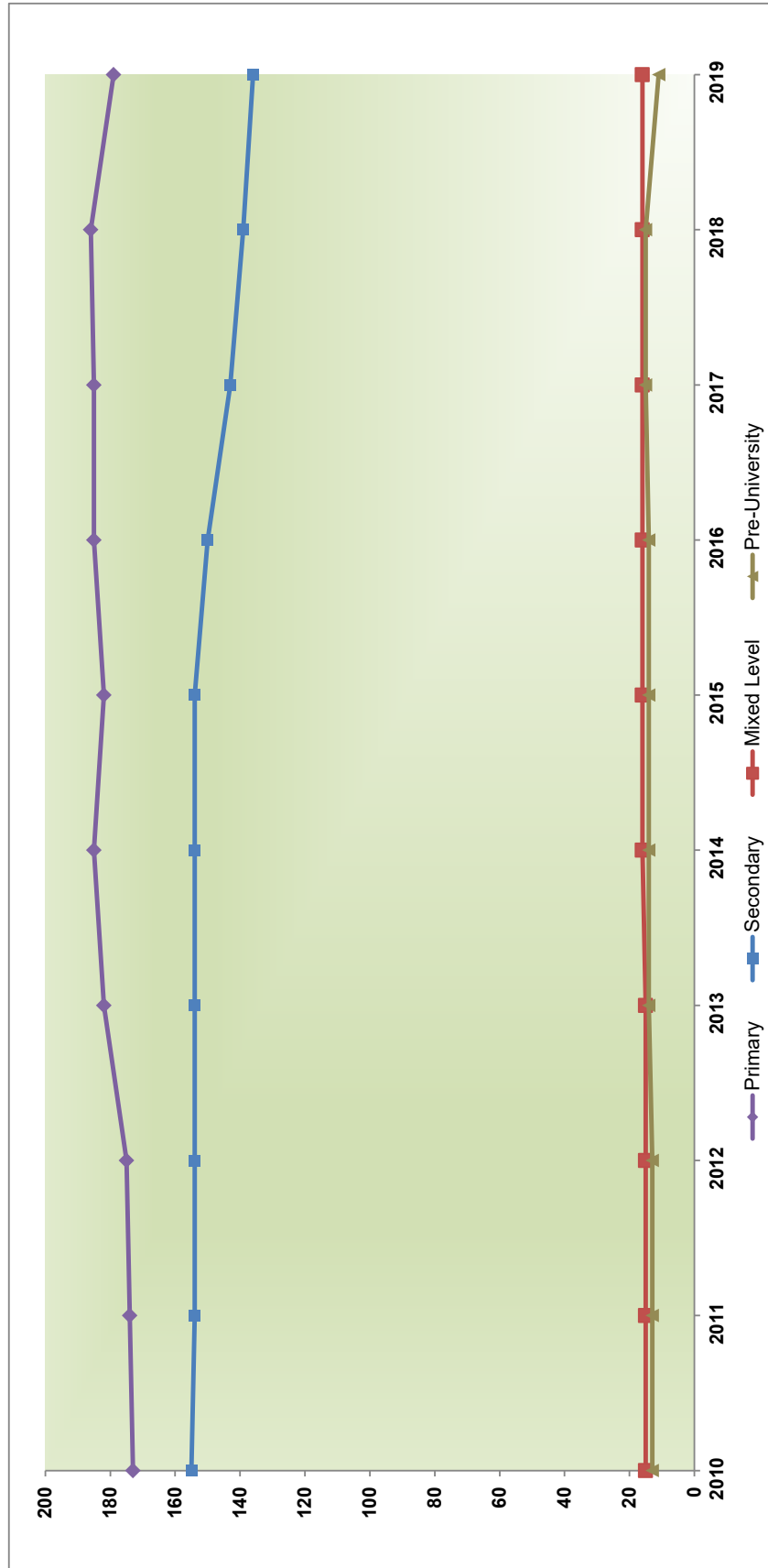
Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA



## **SECTION 3**

# **Statistical Series**

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 20)



# 20 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary						Mixed Level <sup>1</sup>					Pre-University				Grand Total	
	Govt	Aided	Total	Govt	Aided	Indep	Spec Indep <sup>2</sup>	Spec <sup>d</sup>	Total	Govt	Aided	Indep	Spec Indep <sup>2</sup>	Total	Junior College <sup>3</sup>			Centralised Institute <sup>4</sup>		Total <sup>5</sup>
															Govt	Aided	Indep			
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	32	-	-	-	-	-	493
1970	198	190	388	68	17	-	-	-	85	-	30	-	-	30	1	-	-	-	1	504
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	23	2	5	-	-	7 (19)	450
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	9	9	5	-	4	18 (25)	360
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	6	10	5	-	2	17	375
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	15	8	4	-	1	13	356
2011	133	41	174	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13	356
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13	357
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	15	9	4	-	1	14	365
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14	369
2015	141	41	182	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14	366
2016	144	41	185	115	28	2	1	4	150	4	3	6	3	16	9	4	-	1	14	365
2017	144	41	185	108	28	2	1	4	143	4	3	6	3	16	10	4	-	1	15	359
2018	145	41	186	104	28	2	1	4	139	4	3	6	3	16	10	4	-	1	15	356
2019	138	41	179	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11	342

Note: 1) Mixed Level comprises Primary & Secondary Schools (P1-S4/5), Secondary & Junior College Schools (S1-JC2); and Upper Secondary and Junior College (S3-JC2). Figures prior to 2004 refer only to Primary and Secondary Schools. Figures are classified by type according to their secondary sections.

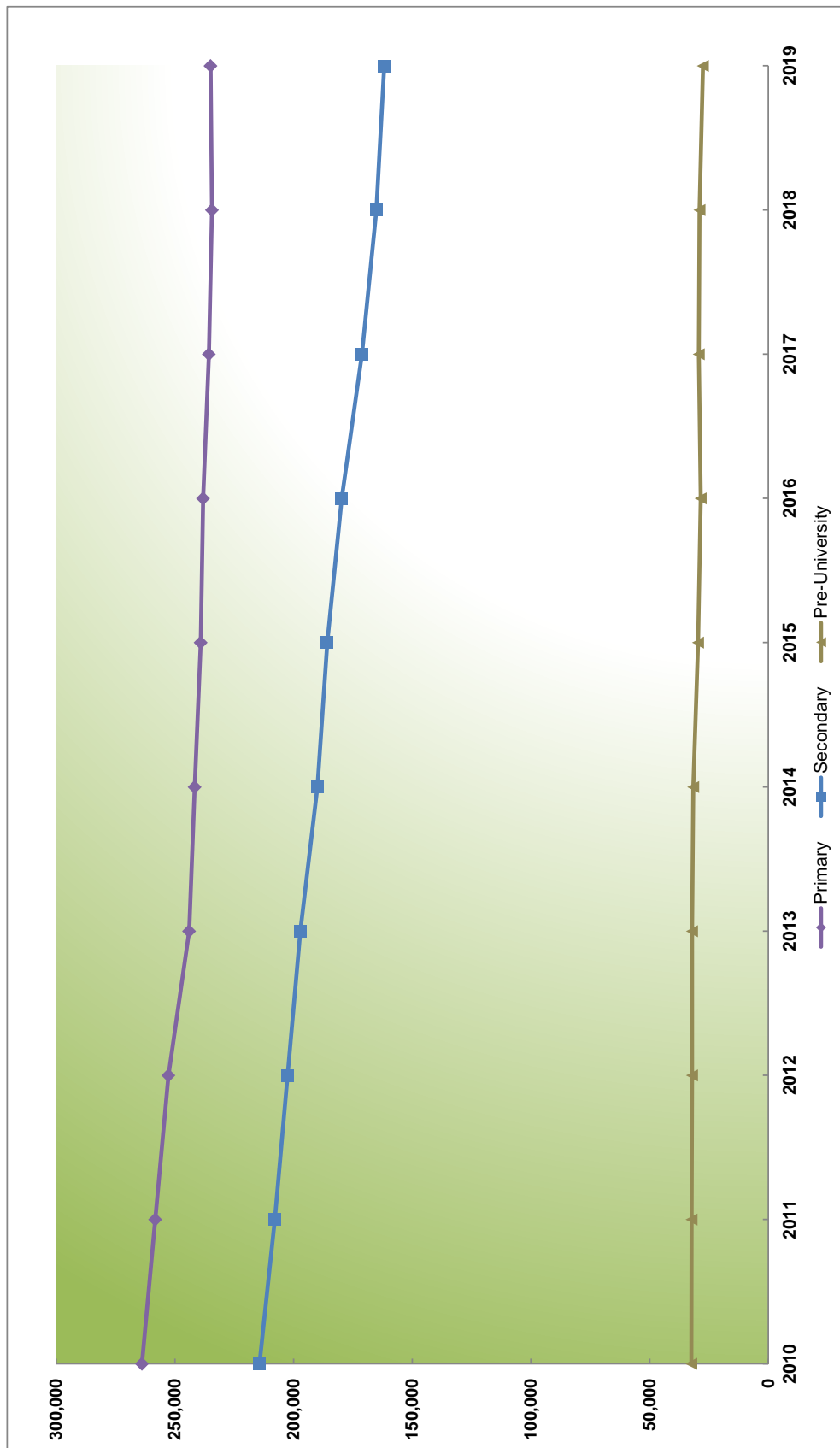
2) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

3) The first junior college (National Junior College) was opened in 1969.

4) Centralised Institute, which provides a 3-year pre-university course leading to A-level certification, was introduced in 1987.

5) Figures exclude the number of Pre-U centres, which are indicated in parentheses. Introduced in 1979, Pre-U centres are schools that offer a 3-year pre-university course leading to A-level certification. They were phased out in 1995 due to falling demand.

# ENROLMENT BY LEVEL (Refer to Table 21)





# 21 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary					Pre-University <sup>1</sup>					Grand Total
		Govt	Aided	Total	Govt	Aided	Auto <sup>2</sup>	Indep	Total	Govt	Aided	Auto <sup>2</sup>	Indep	Total	
1960	MF	139,932	143,104	283,036	26,300	24,623	-	-	50,923	1,298	3,830	-	-	5,128	339,087
1970	F	61,636	63,430	125,066	8,484	11,607	-	-	20,091	330	1,442	-	-	1,772	146,929
	MF	233,692	129,150	362,842	97,997	35,408	-	-	133,405	5,877	3,991	-	-	9,868	506,115
1980	F	108,947	60,472	169,419	46,472	18,830	-	-	65,302	2,664	1,627	-	-	4,291	239,012
	MF	214,187	77,323	291,510	115,185	40,348	-	-	155,533	9,826	6,446	-	-	16,272	463,315
1990	F	101,232	37,971	139,203	57,734	21,034	-	-	78,768	5,799	3,819	-	-	9,618	227,589
	MF	195,994	61,763	257,757	116,693	35,589	-	8,260	160,542	21,107	8,107	-	-	29,214	447,513
2000	F	91,747	30,437	122,184	56,741	20,036	-	1,654	78,431	12,110	4,268	-	-	16,378	216,993
	MF	223,272	82,433	305,705	110,154	27,902	25,262	12,087	175,405	16,452	8,352	-	-	24,804	505,914
	F	106,443	40,964	147,407	50,805	13,659	14,075	5,315	83,854	9,141	4,365	-	-	13,506	244,767
2010	MF	189,999	73,907	263,906	155,033	42,934	13,260	1,953	1,208	19,440	6,877	5,717	386	32,420	510,714
2011	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	11,100	3,816	2,717	136	17,769	248,585
	MF	185,451	72,842	258,293	148,912	42,412	13,118	2,212	1,320	19,138	6,821	5,824	513	32,296	498,563
2012	F	87,858	36,953	124,811	71,537	21,546	5,789	1,024	450	10,802	3,742	2,782	239	17,565	242,722
	MF	180,829	71,906	252,735	143,943	41,620	13,024	2,465	1,468	19,035	6,618	5,811	623	32,087	487,342
2013	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	10,834	3,536	2,809	332	17,511	237,688
	MF	173,721	70,324	244,045	139,542	40,456	12,759	2,693	1,715	19,109	6,545	5,881	630	32,165	473,375
2014	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	10,797	3,456	2,874	328	17,455	231,294
	MF	171,975	69,708	241,683	133,011	39,537	12,585	2,698	2,165	18,755	6,278	5,908	672	31,613	463,292
2015	F	81,912	35,791	117,703	64,023	20,034	5,585	1,211	783	10,474	3,330	2,870	361	17,035	226,374
	MF	169,972	69,130	239,102	129,667	38,557	12,399	2,670	2,562	17,476	5,659	5,717	707	29,559	454,516
2016	F	81,087	35,521	116,608	62,573	19,488	5,552	1,200	908	9,722	3,085	2,775	385	15,967	222,296
	MF	169,389	68,751	238,140	124,645	37,482	12,067	2,665	2,894	16,763	5,308	5,669	702	28,442	446,335
2017	F	80,871	35,287	116,158	60,464	19,032	5,478	1,158	1,027	87,159	2,893	2,766	381	15,369	218,686
	MF	167,732	68,022	235,754	117,148	36,607	11,856	2,651	2,918	17,180	5,410	5,862	711	29,252	436,186
2018	F	80,179	34,895	115,074	56,821	18,597	5,407	1,144	1,014	82,983	2,892	2,836	375	15,759	213,816
	MF	166,848	67,566	234,414	111,951	35,912	11,862	2,664	2,735	165,124	6,203	6,197	704	29,012	428,550
2019	F	79,810	34,663	114,473	54,539	18,225	5,405	1,178	921	80,268	3,323	3,012	377	15,503	210,244
	MF	167,672	67,367	235,039	108,825	35,728	11,819	2,688	2,771	161,831	6,443	6,272	695	27,532	424,402
	F	80,311	34,428	114,739	53,049	18,078	5,378	1,165	946	7,796	3,459	3,075	381	14,711	208,066

Note: 1) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.

2) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.

3) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

## 22 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5 <sup>1</sup>			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	MF	60,049	59,052	51,087	43,395	-	-	38,241	-	-	31,212	-	-	283,036
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	MF	55,557	55,070	57,585	59,440	-	-	60,272	-	-	74,918	-	-	362,842
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	MF	46,377	49,655	47,495	45,994	4,670	2,189	45,374	-	-	49,756	-	-	291,510
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	MF	39,317	41,582	41,254	36,086	2,620	1,695	33,444	5,155	1,643	32,508	3,981	2,066	257,757 <sup>2</sup>
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
2000	MF	50,204	49,844	50,019	52,116	-	-	10,238	34,369	4,142	9,239	36,959	8,575	305,705
	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
2010	MF	39,595	42,405	43,022	48,418	-	-	45,141	-	-	45,325	-	-	263,906
	F	19,274	20,635	20,798	23,224	-	-	21,680	-	-	21,926	-	-	127,537
2011	MF	39,295	39,492	42,542	43,165	-	-	48,281	-	-	45,518	-	-	258,293
	F	18,991	19,252	20,712	20,833	-	-	23,165	-	-	21,858	-	-	124,811
2012	MF	39,582	39,258	39,610	42,652	-	-	43,042	-	-	48,591	-	-	252,735
	F	19,300	18,994	19,310	20,780	-	-	20,787	-	-	23,283	-	-	122,454
2013	MF	40,168	39,407	39,273	39,510	-	-	42,384	-	-	43,303	-	-	244,045
	F	19,566	19,232	19,013	19,279	-	-	20,652	-	-	20,880	-	-	118,622
2014	MF	40,927	40,179	39,440	39,252	-	-	39,277	-	-	42,608	-	-	241,683
	F	19,962	19,579	19,245	19,030	-	-	19,168	-	-	20,719	-	-	117,703
2015	MF	40,063	40,774	40,199	39,461	-	-	39,094	-	-	39,511	-	-	239,102
	F	19,633	19,912	19,592	19,273	-	-	18,964	-	-	19,234	-	-	116,608
2016	MF	38,904	40,077	40,733	40,136	-	-	39,252	-	-	39,038	-	-	238,140
	F	18,977	19,642	19,880	19,578	-	-	19,153	-	-	18,928	-	-	116,158
2017	MF	36,885	38,997	40,135	40,618	-	-	39,949	-	-	39,170	-	-	235,754
	F	17,936	19,051	19,662	19,843	-	-	19,482	-	-	19,100	-	-	115,074
2018	MF	37,671	37,092	39,173	40,180	-	-	40,427	-	-	39,871	-	-	234,414
	F	18,392	18,054	19,110	19,685	-	-	19,775	-	-	19,457	-	-	114,473
2019	MF	40,324	37,888	37,128	39,180	-	-	40,074	-	-	40,445	-	-	235,039
	F	19,616	18,516	18,091	19,101	-	-	19,631	-	-	19,784	-	-	114,739

Note: 1) The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling at Primary 4 into Primary 5 EM1, EM2 and EM3 streams.

2) Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.

3) Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard or Foundation level subjects depending on their aptitude in each subject.

### 23.1 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1				Secondary 2				Secondary 3						
		Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total	Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total	Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total
1960	MF	-	20,842	-	-	20,842	-	13,048	-	-	13,048	-	9,333	-	-	9,333
1970	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
	MF	-	38,200	-	-	38,200	-	36,970	-	-	36,970	-	30,485	-	-	30,485
1980	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
	MF	1,511	45,489	-	-	47,000	1,737	39,068	-	-	40,805	-	34,803	-	-	34,803
1990	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
	MF	2,354	20,113	13,292	-	35,759	2,278	22,336	13,167	-	37,781	2,228	21,503	12,623	-	36,354
2000	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
	MF	4,182	22,585	9,855	7,795	44,417	3,766	19,939	9,472	5,808	38,985	4,329	22,573	10,609	5,975	43,486
2010	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
	MF	-	29,785	12,394	6,491	48,670	-	31,296	12,978	6,661	50,935	-	32,933	14,048	6,197	53,178
2011	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
	MF	-	27,732	11,436	6,045	45,213	-	30,226	12,882	6,248	49,356	-	32,869	13,579	6,513	52,961
2012	F	-	14,240	5,475	2,172	21,887	-	15,746	5,984	2,146	23,876	-	17,069	6,151	2,215	25,435
	MF	-	27,293	11,848	6,057	45,198	-	28,038	11,825	5,842	45,705	-	31,387	13,324	6,084	50,795
2013	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
	MF	-	28,870	12,747	6,477	48,094	-	27,671	12,132	5,745	45,548	-	28,897	12,144	5,674	46,715
2014	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
	MF	-	27,490	9,873	5,606	42,969	-	29,241	12,973	6,114	48,328	-	28,619	12,447	5,646	46,712
2015	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334
	MF	-	26,736	9,972	5,509	42,217	-	27,719	10,141	5,396	43,256	-	30,007	13,222	5,973	49,202
2016	F	-	13,841	4,556	2,191	20,588	-	14,155	4,791	1,947	20,893	-	15,530	5,927	2,098	23,555
	MF	-	24,613	10,033	4,904	39,550	-	26,976	10,248	5,253	42,477	-	28,387	10,614	5,249	44,250
2017	F	-	12,568	4,795	1,899	19,262	-	14,020	4,651	2,031	20,702	-	14,519	4,870	1,855	21,244
	MF	-	24,475	9,559	4,948	38,982	-	24,915	10,170	4,649	39,734	-	27,750	10,504	5,155	43,409
2018	F	-	12,471	4,576	1,859	18,906	-	12,760	4,808	1,767	19,335	-	14,399	4,654	1,964	21,017
	MF	-	24,432	9,663	4,991	39,086	-	24,645	9,710	4,675	39,030	-	25,619	10,378	4,535	40,532
2019	F	-	12,575	4,575	1,914	19,064	-	12,599	4,584	1,695	18,878	-	13,121	4,816	1,724	19,661
	MF	-	24,879	9,466	5,226	39,571	-	24,704	9,760	4,723	39,187	-	25,215	9,899	4,619	39,733
2019	F	-	12,635	4,557	2,092	19,284	-	12,740	4,598	1,759	19,097	-	12,898	4,569	1,678	19,145

Continued next page

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

## 23.2 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 4				Sec 5	Total				Grand Total		
		Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>		Total	Normal (Acad)	Special	Express <sup>1</sup>		Normal (Acad)	Normal (Tech) <sup>2</sup>
1960	MF	-	7,700	-	-	7,700	-	-	50,923	-	-	50,923	
1970	F	-	2,744	-	-	2,744	-	-	20,091	-	-	20,091	
	MF	-	27,750	-	-	27,750	-	-	133,405	-	-	133,405	
1980	F	-	13,644	-	-	13,644	-	-	65,302	-	-	65,302	
	MF	-	32,925	-	-	32,925	-	-	152,285	-	-	155,533	
1990	F	-	16,856	-	-	16,856	-	-	76,990	-	-	78,768	
	MF	2,167	23,733	13,197	-	39,097	11,551	9,027	87,685	63,830	-	160,542	
2000	F	1,071	11,890	6,249	-	19,210	5,662	4,430	43,821	30,180	-	78,431	
	MF	4,100	21,299	10,058	5,654	41,111	7,406	16,377	86,396	47,400	25,232	175,405	
	F	2,239	10,797	4,457	2,110	19,603	3,373	8,737	43,577	21,525	10,015	83,854	
	MF	4,053	28,356	13,003	6,661	52,073	9,532	4,053	122,370	61,955	26,010	214,388	
	F	2,498	14,509	5,931	2,353	25,291	4,467	2,498	63,296	28,540	8,945	103,279	
	MF	-	31,984	13,307	5,972	51,263	9,181	-	122,811	60,385	24,778	207,974	
	F	-	16,760	6,016	1,960	24,736	4,412	-	63,815	28,038	8,493	100,346	
	MF	-	32,011	13,084	6,230	51,325	9,497	-	118,729	59,578	24,213	202,520	
	F	-	16,717	5,991	2,099	24,807	4,529	-	61,405	27,790	8,528	97,723	
	MF	-	30,585	12,776	5,829	49,190	7,618	-	116,023	57,417	23,725	197,165	
	F	-	16,045	5,862	1,975	23,882	3,803	-	59,940	26,869	8,408	95,217	
	MF	-	28,293	11,446	5,444	45,183	6,804	-	113,643	53,543	22,810	189,996	
	F	-	14,781	5,292	1,903	21,976	3,342	-	58,422	25,033	8,181	91,636	
	MF	-	28,115	11,784	5,514	45,413	5,767	-	112,577	50,886	22,392	185,855	
	F	-	14,411	5,436	1,966	21,813	2,872	-	57,937	23,582	8,202	89,721	
	2016	MF	-	29,444	12,533	5,892	47,869	5,607	-	109,420	49,035	21,298	179,753
	F	-	15,311	5,694	2,074	23,079	2,872	-	56,418	22,882	7,859	87,159	
	2017	MF	-	27,780	10,093	5,158	43,031	6,024	-	104,920	46,350	19,910	171,180
	F	-	14,311	4,673	1,831	20,815	2,910	-	53,941	21,621	7,421	82,983	
	2018	MF	-	27,173	9,979	5,086	42,238	4,238	-	101,869	43,968	19,287	165,124
	F	-	14,149	4,454	1,932	20,535	2,130	-	52,444	20,559	7,265	80,268	
	2019	MF	-	25,217	9,829	4,476	39,522	3,818	-	100,015	42,772	19,044	161,831
F	-	12,956	4,633	1,677	19,266	1,824	-	51,229	20,181	7,206	78,616		

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

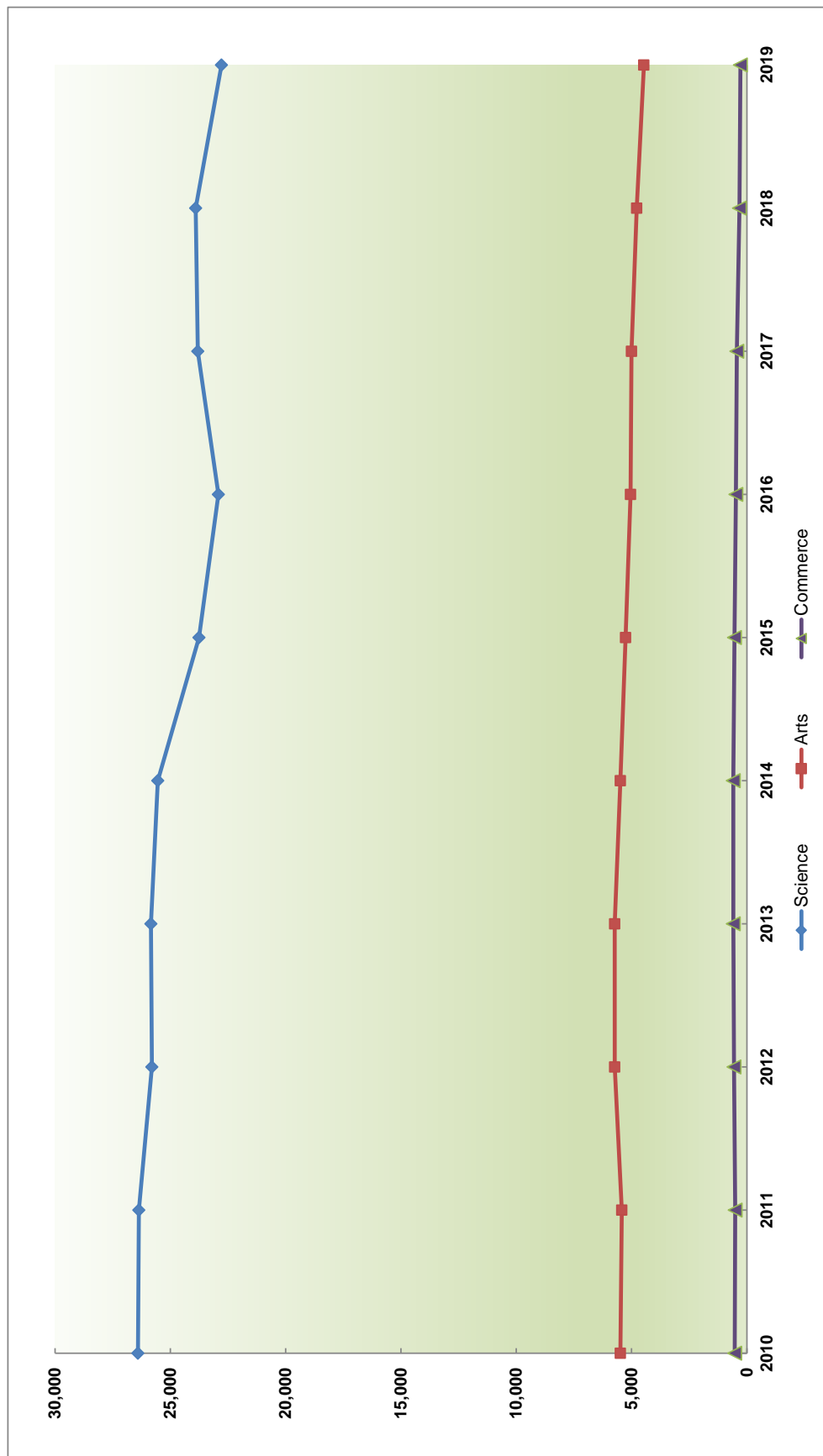
2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

## 24 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute			Pre-U Centre <sup>1</sup>				Grand Total	
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3		Total
1960	MF	-	-	-	-	-	-	-	2,809	2,319	-	5,128	5,128
1970	F	-	-	-	-	-	-	-	934	838	-	1,772	1,772
	MF	454	564	1,018	-	-	-	-	4,735	4,115	-	8,850	9,868
1980	F	221	276	497	-	-	-	-	2,091	1,703	-	3,794	4,291
	MF	5,669	5,239	10,908	-	-	-	-	2,911	2,453	-	5,364	16,272
1990	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	3,296	9,618
	MF	11,047	11,048	22,095	1,509	1,067	626	3,202	1,023	1,260	1,634	3,917	29,214
2000	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	2,522	16,378
	MF	11,797	11,903	23,700	394	421	289	1,104	-	-	-	-	24,804
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	13,506
2010	MF	16,327	14,724	31,051	571	441	357	1,369	-	-	-	-	32,420
2011	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	17,769
	MF	16,195	14,771	30,966	551	432	347	1,330	-	-	-	-	32,296
2012	F	8,742	7,952	16,694	361	276	234	871	-	-	-	-	17,565
	MF	16,155	14,659	30,814	572	364	337	1,273	-	-	-	-	32,087
2013	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	17,511
	MF	16,261	14,601	30,862	629	372	302	1,303	-	-	-	-	32,165
2014	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	17,455
	MF	15,337	14,901	30,238	600	485	290	1,375	-	-	-	-	31,613
2015	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	17,035
	MF	14,043	14,234	28,277	469	441	372	1,282	-	-	-	-	29,559
2016	F	7,537	7,662	15,199	297	249	222	768	-	-	-	-	15,967
	MF	14,122	13,119	27,241	480	336	385	1,201	-	-	-	-	28,442
2017	F	7,613	7,037	14,650	294	207	218	719	-	-	-	-	15,369
	MF	14,838	13,281	28,119	535	327	271	1,133	-	-	-	-	29,252
2018	F	7,955	7,101	15,056	329	205	169	703	-	-	-	-	15,759
	MF	14,022	14,078	28,100	376	358	178	912	-	-	-	-	29,012
2019	F	7,440	7,526	14,966	217	216	104	537	-	-	-	-	15,503
	MF	13,296	13,356	26,652	350	264	266	880	-	-	-	-	27,532
	F	7,141	7,042	14,183	223	142	163	528	-	-	-	-	14,711

Note: 1) Pre-U Centres were phased out in 1995.

PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 25)



## 25 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

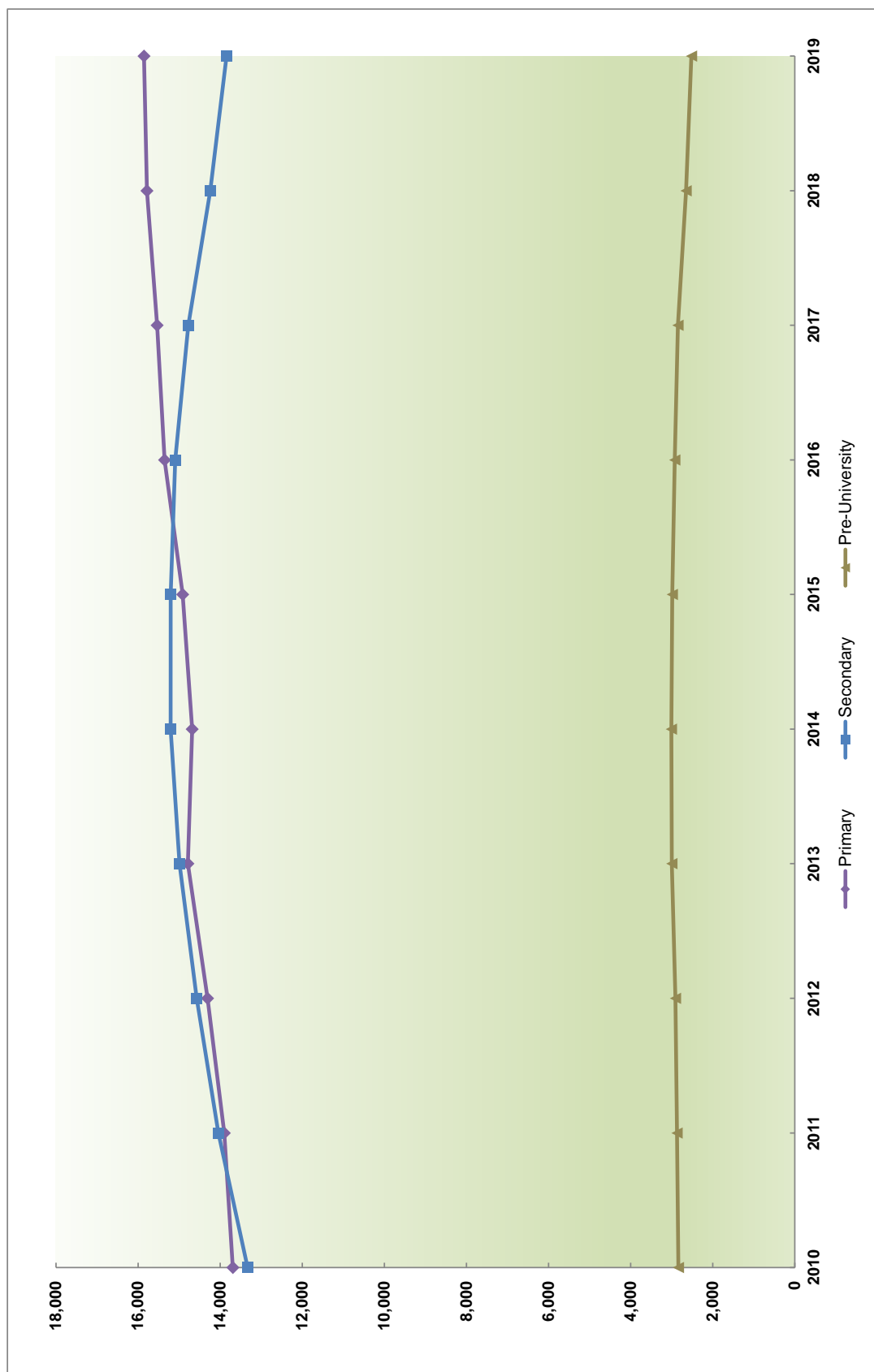
Year	Sex	Arts			Science			Commerce			Total			
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2		PU3		
1960	MF	-	-	NA	NA	-	-	-	NA	NA	-	-	-	5,128
1970	F	-	-	NA	NA	-	-	-	NA	NA	-	-	-	1,772
	MF	x	x	2,596	2,417	-	x	x	2,433	2,155	-	160	107	9,868
1980	F	x	x	1,471	1,285	-	x	x	720	632	-	121	62	4,291
	MF	1,158	1,167	754	1,038	-	3,301	3,220	773	732	-	1,384	683	16,272
1990	F	903	889	521	695	-	1,355	1,456	270	308	-	1,006	496	9,618
	MF	1,992	2,056	351	416	575	6,370	6,593	280	204	118	1,901	1,707	29,214
2000	F	1,408	1,489	253	269	367	2,464	2,504	85	80	48	1,382	1,208	16,378
	MF	2,442	1,904	138	103	81	9,355	8,262	91	97	47	1,65	221	24,804
	F	1,757	1,392	87	69	55	4,529	3,928	50	38	19	120	144	13,506
	MF	2,733	2,400	164	127	63	13,594	12,324	223	168	97	184	146	32,420
2010	F	1,835	1,641	123	92	49	7,001	6,389	131	93	58	131	98	17,769
	MF	2,769	2,331	126	106	89	13,426	12,440	196	182	123	229	144	32,296
2012	F	1,879	1,582	96	69	70	6,863	6,370	107	105	66	158	102	17,565
	MF	3,025	2,451	101	68	87	13,130	12,208	183	146	132	288	150	32,087
2013	F	2,069	1,681	76	56	58	6,732	6,213	100	80	74	181	104	17,511
	MF	2,854	2,614	135	68	58	13,407	11,987	211	137	105	283	167	32,165
2014	F	1,957	1,833	96	51	49	6,785	6,073	100	77	54	176	106	17,455
	MF	2,697	2,467	168	94	59	12,640	12,434	199	167	100	233	224	31,613
2015	F	1,873	1,726	124	67	45	6,383	6,247	78	82	55	134	136	17,035
	MF	2,508	2,455	113	99	86	11,535	11,779	164	161	119	192	181	29,559
2016	F	1,753	1,743	85	79	61	5,784	5,919	103	60	60	109	110	15,967
	MF	2,443	2,314	131	75	81	11,679	10,805	167	129	140	182	132	28,442
2017	F	1,732	1,620	96	56	66	5,881	5,417	88	72	54	110	79	15,369
	MF	2,427	2,278	147	88	65	12,411	11,003	182	123	92	206	116	29,252
2018	F	1,684	1,610	100	72	49	6,271	5,491	109	63	51	120	70	15,759
	MF	2,302	2,267	80	78	50	11,720	11,811	175	135	65	121	145	29,012
2019	F	1,589	1,583	49	58	41	5,851	5,943	96	75	31	72	83	15,503
	MF	2,167	2,122	68	48	61	11,129	11,234	212	121	88	70	95	27,532
	F	1,518	1,477	48	27	48	5,623	5,565	126	65	46	49	50	14,711

Note: "NA" - Courses for 1960 are not available.

"x" - Figures for JC are included under PU1 & PU2.

Since 2006, as part of a new broad-based JC education, students are required to do at least one subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 26)





# 26 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

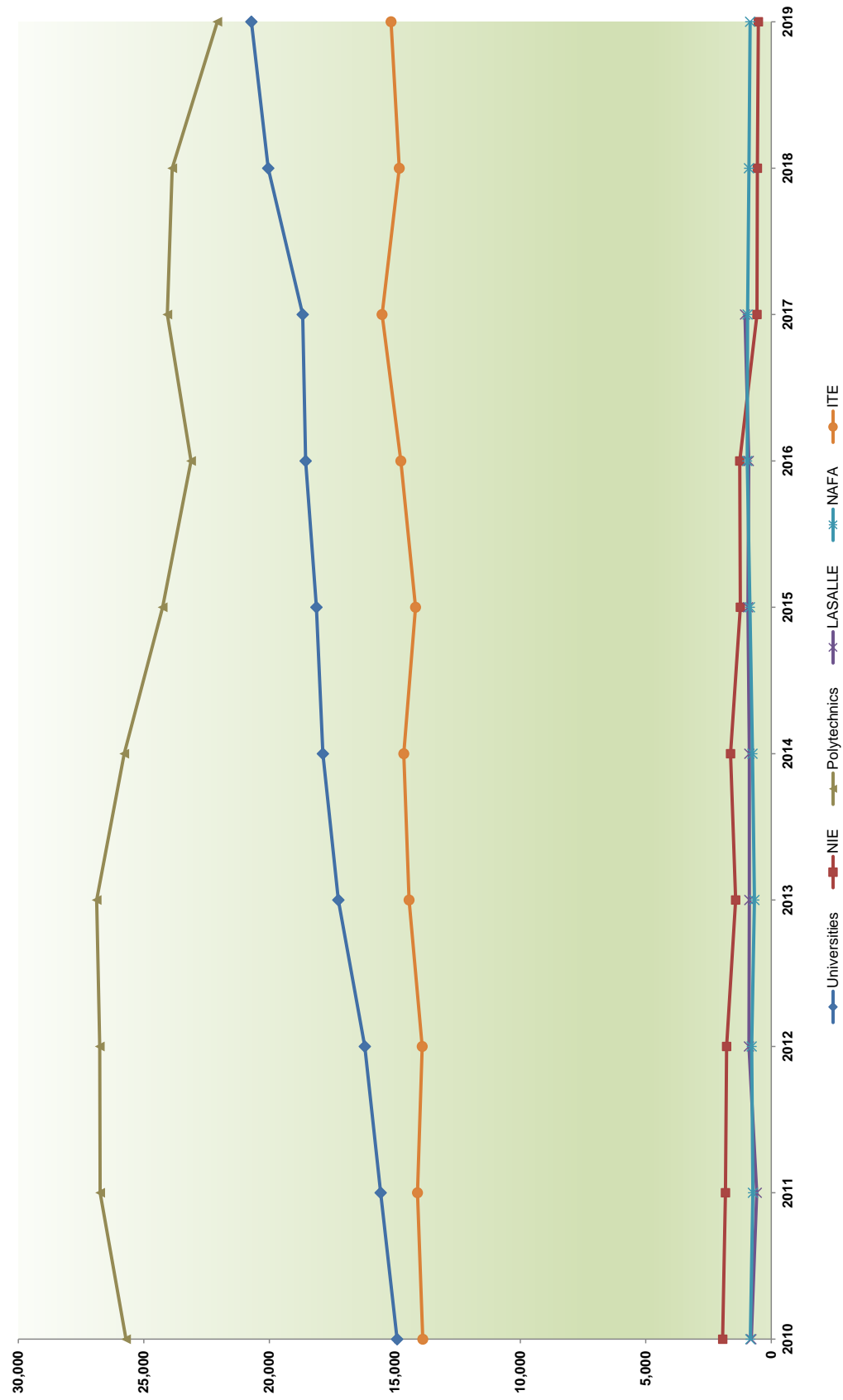
Year	Sex	Primary			Secondary					Pre-University					Grand Total
		Govt	Aided	Total	Govt	Aided	Auto <sup>1</sup>	Indep	Total	Govt	Aided	Auto <sup>1</sup>	Indep	Total	
1960	MF	4,283	4,316	8,599	979	1,025	-	-	2,004	-	-	-	-	-	10,603
	F	1,944	2,377	4,321	248	426	-	-	674	-	-	-	-	-	4,995
1970	MF	8,044	4,172	12,216	4,847	1,598	-	-	6,445	x	x	-	-	-	18,661
	F	5,485	2,569	8,054	2,155	776	-	-	2,931	x	x	-	-	-	10,985
1980	MF	7,244	2,837	10,081	5,605	2,234	-	-	7,839	x	x	-	-	-	17,920
	F	4,834	1,908	6,742	3,013	1,304	-	-	4,317	x	x	-	-	-	11,059
1990	MF	7,848	2,158	10,006	5,660	1,533	-	393	7,586	1,038	502	-	-	1,540	19,132
	F	5,560	1,673	7,233	3,395	1,047	-	269	4,711	661	323	-	-	984	12,928
2000	MF	8,659	3,264	11,923	5,791	1,559	1,026	756	9,132	1,245	640	-	-	1,885	22,940
	F	6,822	2,767	9,589	3,650	1,068	722	545	5,985	730	376	-	-	1,106	16,680
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd	Govt	Aided	Indep	Total		
2010	MF	9,892	3,801	13,693	9,496	2,515	1,078	185	58	1,714	600	523	2,837	29,862	
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	995	348	284	1,627	21,630	
2011	MF	9,936	3,967	13,903	9,859	2,716	1,064	259	145	1,730	616	523	2,869	30,815	
	F	8,011	3,341	11,352	6,429	1,836	701	153	54	1,005	355	288	1,648	22,173	
2012	MF	10,219	4,090	14,309	10,181	2,821	1,100	309	163	1,756	618	534	2,908	31,791	
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	1,033	359	300	1,692	22,877	
2013	MF	10,553	4,235	14,788	10,416	2,924	1,086	358	209	1,813	638	547	2,998	32,779	
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	1,074	368	290	1,732	23,509	
2014	MF	10,541	4,142	14,683	10,538	2,996	1,079	349	246	1,840	633	534	3,007	32,898	
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	1,085	370	284	1,739	23,511	
2015	MF	10,740	4,174	14,914	10,541	2,967	1,064	353	282	1,814	613	557	2,984	33,105	
	F	8,617	3,497	12,114	6,775	1,989	685	203	121	1,053	353	294	1,700	23,587	
2016	MF	11,161	4,196	15,357	10,356	2,972	1,064	386	318	1,820	574	531	2,925	33,378	
	F	8,911	3,506	12,417	6,640	1,990	685	228	142	1,052	338	282	1,672	23,774	
2017	MF	11,339	4,198	15,537	10,041	2,985	1,063	366	323	1,763	558	527	2,848	33,163	
	F	9,058	3,493	12,551	6,390	1,991	685	223	140	1,027	327	281	1,635	23,615	
2018	MF	11,559	4,228	15,787	9,571	2,926	1,048	360	336	1,571	555	526	2,652	32,680	
	F	9,243	3,504	12,747	6,094	1,960	680	218	149	899	324	282	1,505	23,353	
2019	MF	11,629	4,228	15,857	9,226	2,890	1,047	356	329	1,425	564	531	2,520	32,225	
	F	9,290	3,509	12,799	5,869	1,925	670	216	138	813	329	293	1,435	23,052	

Note: Data is correct as at 31 December in each year. (Prior to 1996, data is correct as at June in each year)

"x" - figures for JC section are included under Secondary.

1) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-Aided schools.

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 27)



27 INTAKE<sup>1</sup>: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities <sup>2</sup>						Polytechnics <sup>4</sup>						LASALLE		NAFA		ITE <sup>6</sup>	
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	SUSS	Total	NIE <sup>3</sup>	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma		Degree <sup>5</sup>
1960	MF	532	651	-	-	-	-	-	1,183	890	874	-	-	-	-	874	-	-	-
1970	F	189	137	-	-	-	-	-	326	433	51	-	-	-	-	51	-	-	-
	MF	1,390	685	-	-	-	-	-	2,075	1,293	1,617	302	-	-	-	1,919	-	-	3,348
1980	F	530	366	-	-	-	-	-	896	986	109	74	-	-	-	183	-	-	246
	MF	3,002	-	-	-	-	-	-	3,002	875	3,479	1,112	-	-	-	4,591	-	-	3,145
1990	F	1,524	-	-	-	-	-	-	1,524	748	736	379	-	-	-	1,115	-	-	230
	MF	5,053	-	1,875	-	-	-	-	6,928	1,185	4,336	4,453	735	-	-	9,524	-	-	9,221
2000	F	2,430	-	1,046	-	-	-	-	3,476	895	1,553	1,902	552	-	-	4,007	-	-	3,352
	MF	6,421	-	4,506	305	-	-	-	11,232	2,186	4,446	4,673	4,519	3,881	-	17,519	-	-	9,772
2010	F	3,437	-	2,113	212	-	-	-	5,762	1,564	1,843	2,236	2,244	1,985	-	8,308	-	-	3,248
	MF	6,568	-	6,132	1,686	523	-	-	14,909	1,939	5,429	5,387	5,067	5,482	4,342	25,707	795	-	13,886
2011	F	3,405	-	2,951	823	275	-	-	7,454	1,327	2,260	2,573	2,604	2,933	2,292	12,662	530	-	5,248
	MF	6,724	-	6,177	1,729	936	-	-	15,566	1,827	5,348	5,466	5,377	5,538	5,008	26,737	580	-	14,098
2012	F	3,566	-	3,026	869	472	-	-	7,933	1,258	2,115	2,643	2,666	2,797	2,580	12,641	341	-	5,484
	MF	6,733	-	5,905	1,930	1,304	327	-	16,199	1,782	5,561	5,370	5,116	5,300	26,754	495	398	25	13,906
2013	F	3,545	-	3,028	1,121	597	149	-	8,440	1,198	2,094	2,682	2,652	2,615	2,834	12,877	312	278	5,144
	MF	6,892	-	6,660	1,924	1,510	265	-	17,251	1,424	5,364	5,487	5,370	5,604	5,054	26,879	456	422	14,432
2014	F	3,685	-	3,537	983	627	103	-	8,935	946	2,071	2,620	2,630	2,915	2,706	12,942	289	282	5,459
	MF	7,108	-	6,480	1,912	1,836	317	217	17,870	1,623	5,312	5,145	5,270	5,349	4,701	25,777	427	447	14,641
2015	F	3,857	-	3,153	908	813	125	145	9,001	1,097	2,092	2,512	2,654	2,756	2,523	12,537	285	306	5,574
	MF	6,935	-	6,525	1,944	2,076	362	284	18,126	1,231	4,814	4,872	4,800	4,959	4,806	24,251	424	502	14,173
2016	F	3,720	-	3,140	1,062	907	167	196	9,192	831	1,928	2,383	2,389	2,582	2,493	11,775	263	359	5,204
	MF	7,011	-	6,138	1,961	2,559	460	423	18,552	1,256	4,737	4,728	4,641	4,766	4,249	23,121	388	510	14,763
2017	F	3,680	-	2,964	1,052	1,196	172	286	9,350	884	1,828	2,374	2,156	2,388	2,272	11,018	240	368	5,635
	MF	7,121	-	5,955	2,004	2,589	424	575	18,668	569	4,958	4,886	4,900	4,920	4,400	24,064	518	531	15,506
2018	F	3,468	-	2,867	1,103	1,066	151	418	9,073	404	1,955	2,578	2,323	2,437	2,243	11,536	334	391	5,915
	MF	7,856	-	6,160	2,161	2,660	437	767	20,041	556	4,821	4,874	4,861	4,920	4,393	23,869	475	487	14,819
2019	F	4,139	-	2,889	1,230	1,072	155	516	10,001	379	1,869	2,576	2,281	2,461	2,207	11,394	322	349	5,629
	MF	7,847	-	6,482	2,365	2,718	415	886	20,713	515	4,616	4,492	4,536	4,556	3,871	22,071	445	448	15,147
2020	F	4,140	-	3,155	1,387	1,127	158	512	10,479	367	1,800	2,376	2,177	2,287	1,959	10,599	293	325	5,908

Note: 1) Intake figures include students who entered directly into the second and subsequent years.

2) University figures are for first degree only.

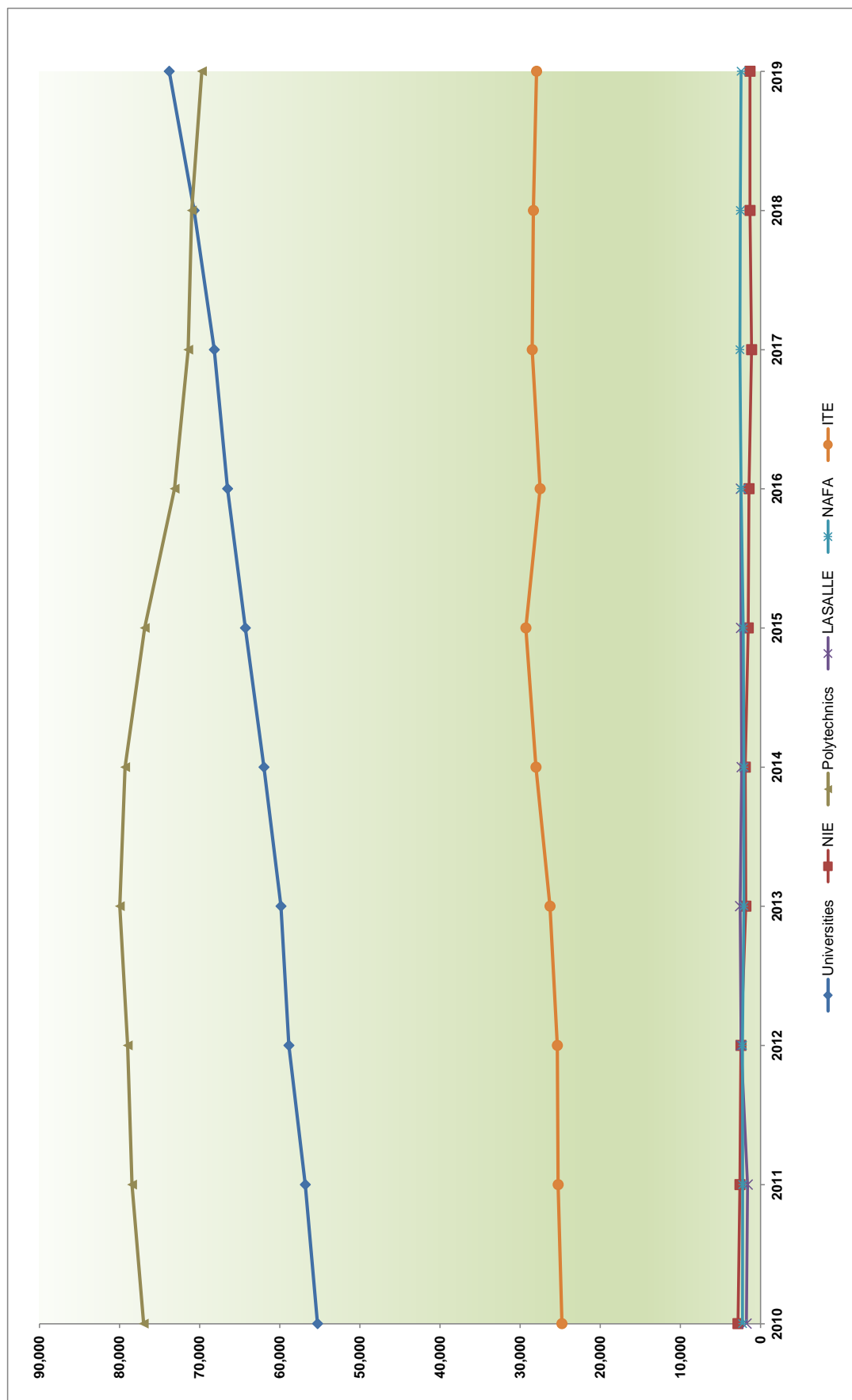
3) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

4) Polytechnic figures are for full-time diploma courses only.

5) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

6) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 28)



**28 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)**

Year	Sex	Universities <sup>1</sup>						NIE <sup>2</sup>	Polytechnics <sup>3</sup>						LASALLE		NAFA		ITE <sup>5</sup>	
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD		SUSS	Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>4</sup>		Diploma
1960	MF	1,641	1,861	-	-	-	-	-	3,502	2,327	2,332	-	-	-	-	2,332	-	-	-	-
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	-	55	-	-	-	-
1970	MF	4,751	2,310	-	-	-	-	-	7,061	2,001	2,185	609	-	-	-	2,794	-	-	-	-
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	-	318	-	-	-	-
1980	MF	8,634	-	-	-	-	-	-	8,634	2,328	5,004	2,831	-	-	-	7,835	-	-	-	-
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	-	1,818	-	-	-	-
1990	MF	15,193	-	6,812	-	-	-	-	22,005	1,577	11,348	11,995	735	-	-	24,078	-	-	-	-
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	-	9,247	-	-	-	-
2000	MF	21,233	-	14,583	305	-	-	-	36,121	3,072	13,459	14,378	12,733	11,463	-	52,033	-	-	-	-
	F	11,341	-	6,223	212	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	-	24,262	-	-	-	-
2010	MF	25,189	-	22,862	6,721	523	-	-	55,295	2,816	15,928	15,942	15,933	16,183	13,003	76,989	1,754	2,269	-	-
	F	13,067	-	11,389	3,525	275	-	-	28,256	1,886	6,453	7,655	7,804	8,387	6,729	37,028	1,137	1,532	-	-
2011	MF	25,513	-	23,040	6,853	1,416	-	-	56,822	2,579	15,949	16,139	16,020	16,408	13,927	78,443	1,623	2,217	20	-
	F	13,066	-	11,354	3,523	732	-	-	28,675	1,759	6,432	7,703	7,894	8,440	7,209	37,678	1,011	1,510	9	-
2012	MF	25,979	-	22,862	7,108	2,587	327	-	58,863	2,445	15,972	16,430	16,005	16,076	14,520	79,003	1,353	2,225	43	-
	F	13,295	-	11,386	3,684	1,246	149	-	29,760	1,624	6,327	7,788	7,855	8,197	7,583	37,750	854	1,531	22	-
2013	MF	26,156	-	22,777	7,297	3,051	583	-	59,864	1,838	15,878	16,581	16,250	16,266	14,995	79,970	1,253	2,037	51	-
	F	13,532	-	11,517	3,789	1,317	249	-	30,404	1,216	6,167	7,866	7,934	8,242	7,910	38,119	769	1,419	25	-
2014	MF	26,797	-	23,021	7,515	3,557	886	217	61,993	1,913	15,905	16,227	16,138	16,092	14,952	79,314	1,190	2,022	53	-
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	7,914	37,936	773	1,440	31	-
2015	MF	27,288	-	23,512	7,740	4,039	1,235	489	64,303	1,549	15,297	15,611	15,425	15,842	14,690	76,865	1,173	2,106	59	-
	F	14,423	-	11,860	4,062	1,693	522	330	32,890	1,015	6,022	7,465	7,585	8,177	7,736	36,985	765	1,483	40	-
2016	MF	27,702	-	23,495	7,827	5,230	1,381	896	66,531	1,443	14,671	14,866	14,662	15,035	13,915	73,149	1,150	2,390	50	-
	F	14,617	-	11,633	4,047	2,306	551	609	33,763	1,010	5,766	7,243	7,115	7,661	7,343	35,128	741	1,745	31	-
2017	MF	28,134	-	22,934	7,979	6,138	1,545	1,451	68,181	1,122	14,298	14,599	14,239	14,734	13,566	71,436	1,241	2,537	39	-
	F	14,600	-	11,079	4,193	2,626	603	1,011	34,112	804	5,611	7,304	6,802	7,398	7,022	34,137	783	1,830	24	-
2018	MF	29,037	-	22,813	8,182	6,951	1,658	2,049	70,690	1,309	14,337	14,543	14,248	14,715	13,142	70,985	1,294	2,484	43	-
	F	14,981	-	10,896	4,486	2,905	626	1,399	35,293	924	5,559	7,469	6,688	7,304	6,703	33,723	842	1,785	28	-
2019	MF	30,033	-	23,063	8,656	7,714	1,730	2,601	73,797	1,323	14,209	14,233	14,142	14,522	12,627	69,733	1,277	2,377	50	-
	F	15,440	-	11,120	4,855	3,128	624	1,683	36,850	948	5,520	7,431	6,718	7,175	6,364	33,208	844	1,706	32	-

Note: 1) University figures are for 1st degree only.

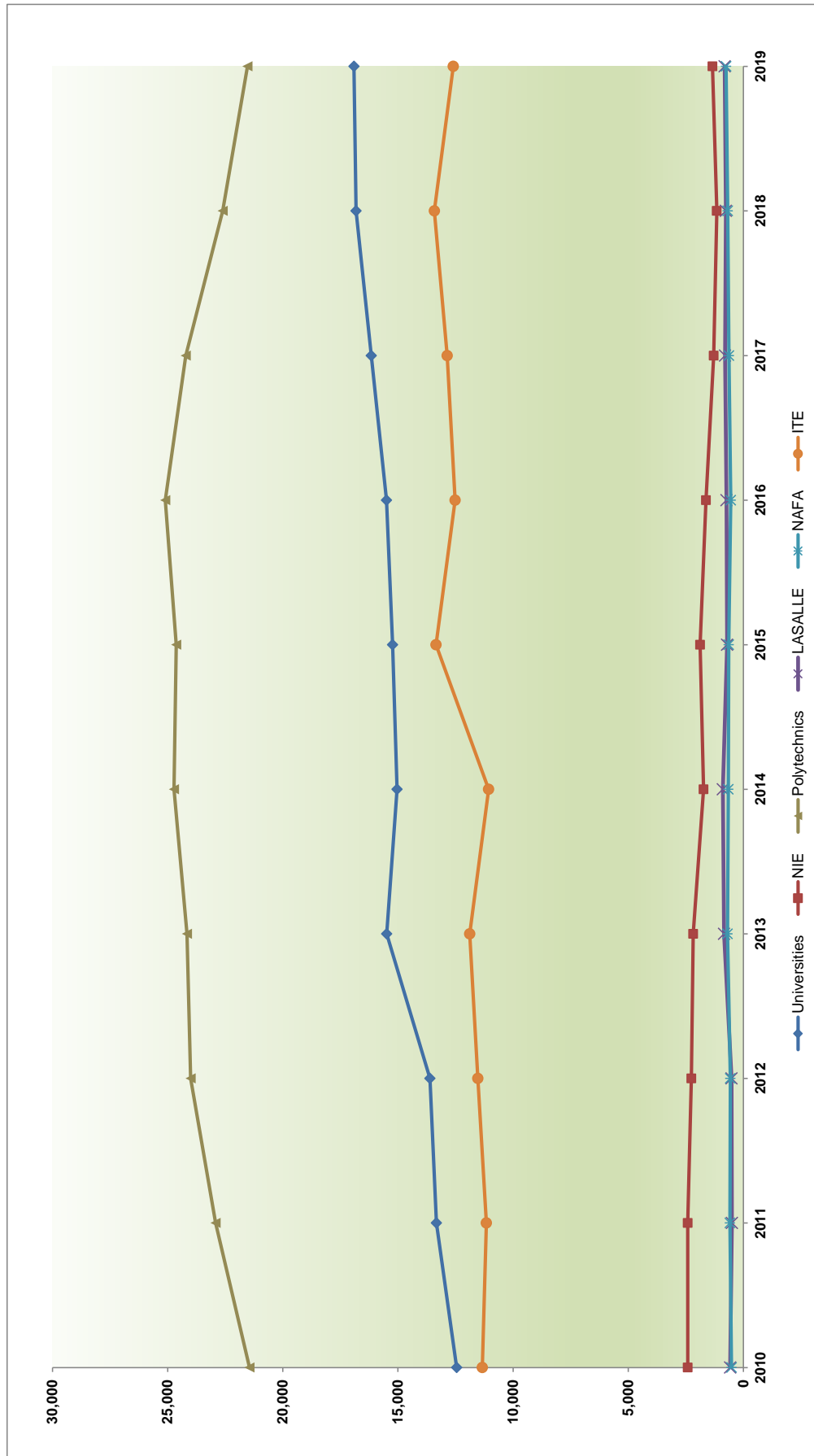
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

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5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 29)



**29 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)**

Year	Sex	Universities <sup>1</sup>						NIE <sup>2</sup>	Polytechnics <sup>3</sup>						LASALLE		NAFA		ITE <sup>5</sup>		
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD		SUSS	Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>4</sup>		Diploma	Degree <sup>4</sup>
1960	MF	593	437	-	-	-	-	-	1,030	734	-	-	-	-	-	-	-	-	-	-	
1970	F	196	95	-	-	-	-	-	291	358	-	-	-	-	-	-	-	-	-	-	
	MF	1,220	556	-	-	-	-	-	1,776	1,202	436	-	-	-	-	436	-	-	-	1,426	
1980	F	378	168	-	-	-	-	-	546	820	7	-	-	-	-	7	-	-	-	134	
	MF	2,187	687	-	-	-	-	-	2,874	616	1,969	584	-	-	-	2,553	-	-	-	7,862	
1990	F	1,070	250	-	-	-	-	-	1,320	504	378	136	-	-	-	514	-	-	-	1,145	
	MF	4,001	-	1,333	-	-	-	-	5,334	929	3,112	3,087	-	-	-	6,199	-	-	-	7,469	
2000	F	2,307	-	510	-	-	-	-	2,817	694	1,011	1,233	-	-	-	2,244	-	-	-	2,889	
	MF	5,631	-	3,613	-	-	-	-	9,244	2,445	3,974	4,187	3,336	2,562	-	14,059	-	-	-	7,650	
	F	3,270	-	1,583	-	-	-	-	4,853	1,681	1,619	1,844	1,776	1,471	-	6,710	-	-	-	2,429	
	MF	5,833	-	5,412	1,206	-	-	-	12,451	2,416	4,627	4,534	4,848	4,483	2,953	21,445	578	-	518	11,334	
2010	F	3,124	-	2,544	546	-	-	-	6,214	1,622	1,700	2,237	2,429	2,502	1,594	10,462	371	-	365	4,488	
	MF	6,088	-	5,733	1,504	-	-	-	13,325	2,415	4,921	4,857	5,020	4,829	3,291	22,918	499	-	583	11,165	
2012	F	3,403	-	2,951	831	-	-	-	7,185	1,626	1,982	2,437	2,429	2,536	1,722	11,106	333	-	409	4,326	
	MF	5,969	-	5,807	1,603	233	-	-	13,612	2,255	5,016	4,955	5,133	4,965	3,930	23,999	511	-	564	11,530	
2013	F	3,149	-	2,909	919	134	-	-	7,111	1,538	2,060	2,432	2,545	2,644	2,083	11,764	316	-	390	4,425	
	MF	6,395	-	6,476	1,659	958	-	-	15,488	2,178	5,082	4,983	4,886	5,146	4,060	24,157	406	435	674	11,888	
2014	F	3,281	-	3,310	834	559	-	-	7,984	1,447	2,141	2,420	2,447	2,729	2,123	11,860	282	291	458	9	4,580
	MF	6,210	-	5,993	1,602	1,236	-	-	15,041	1,732	5,026	5,166	5,116	4,983	4,430	24,721	371	520	633	25	11,062
2015	F	3,224	-	2,951	772	583	-	-	7,530	1,125	1,995	2,513	2,559	2,603	2,342	12,012	222	397	439	13	3,883
	MF	6,179	-	5,756	1,639	1,364	298	-	15,236	1,880	5,057	5,182	5,119	4,642	4,631	24,631	346	363	617	24	13,351
2016	F	3,192	-	2,777	840	602	136	-	7,547	1,328	1,988	2,568	2,529	2,400	2,496	11,981	218	260	436	11	5,140
	MF	6,305	-	5,856	1,804	1,285	246	-	15,496	1,628	5,007	5,258	5,064	5,161	4,614	25,104	331	407	527	25	12,516
2017	F	3,332	-	3,066	1,030	539	93	-	8,060	1,076	1,984	2,512	2,495	2,727	2,493	12,211	226	286	365	18	4,863
	MF	6,446	-	6,174	1,779	1,494	267	-	16,160	1,292	4,924	4,886	5,012	4,999	4,389	24,210	331	466	591	34	12,858
2018	F	3,350	-	3,266	920	695	107	-	8,338	899	2,000	2,400	2,516	2,605	2,407	11,928	237	318	447	22	4,808
	MF	6,700	-	5,990	1,887	1,744	334	168	16,823	1,153	4,380	4,687	4,556	4,584	4,407	22,614	333	429	668	15	13,421
2019	F	3,606	-	2,953	903	749	152	112	8,475	843	1,809	2,314	2,290	2,414	2,348	11,175	216	319	488	10	5,026
	MF	6,631	-	5,997	1,842	1,759	431	251	16,911	1,339	4,389	4,484	4,305	4,288	4,066	21,532	331	487	735	19	12,595
	F	3,553	-	2,836	984	836	167	180	8,556	939	1,724	2,265	2,029	2,256	2,162	10,436	205	356	547	14	4,930

Note: 1) University figures are for first degree only.

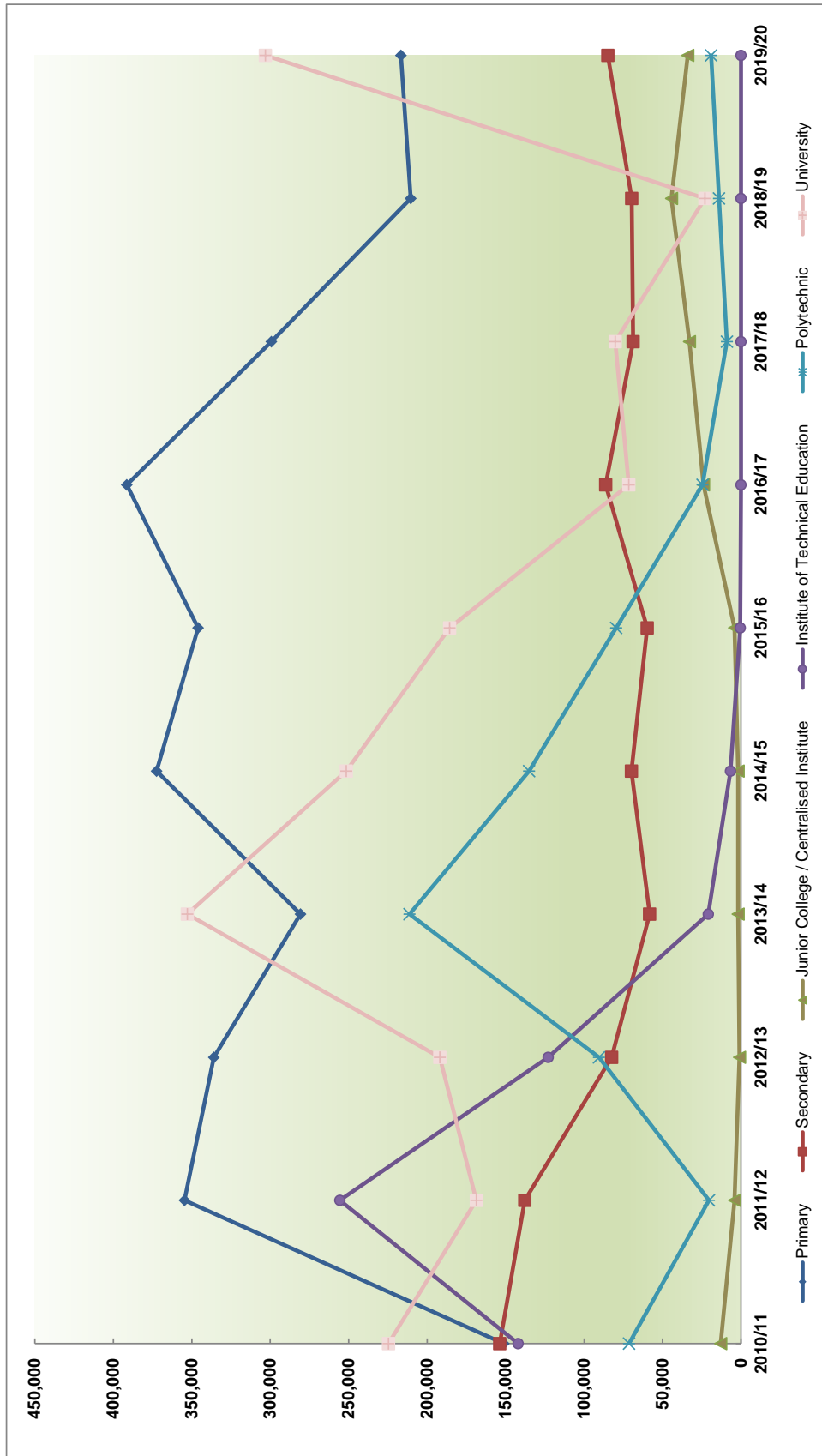
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic figures are for full-time diploma courses only.

4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 30)





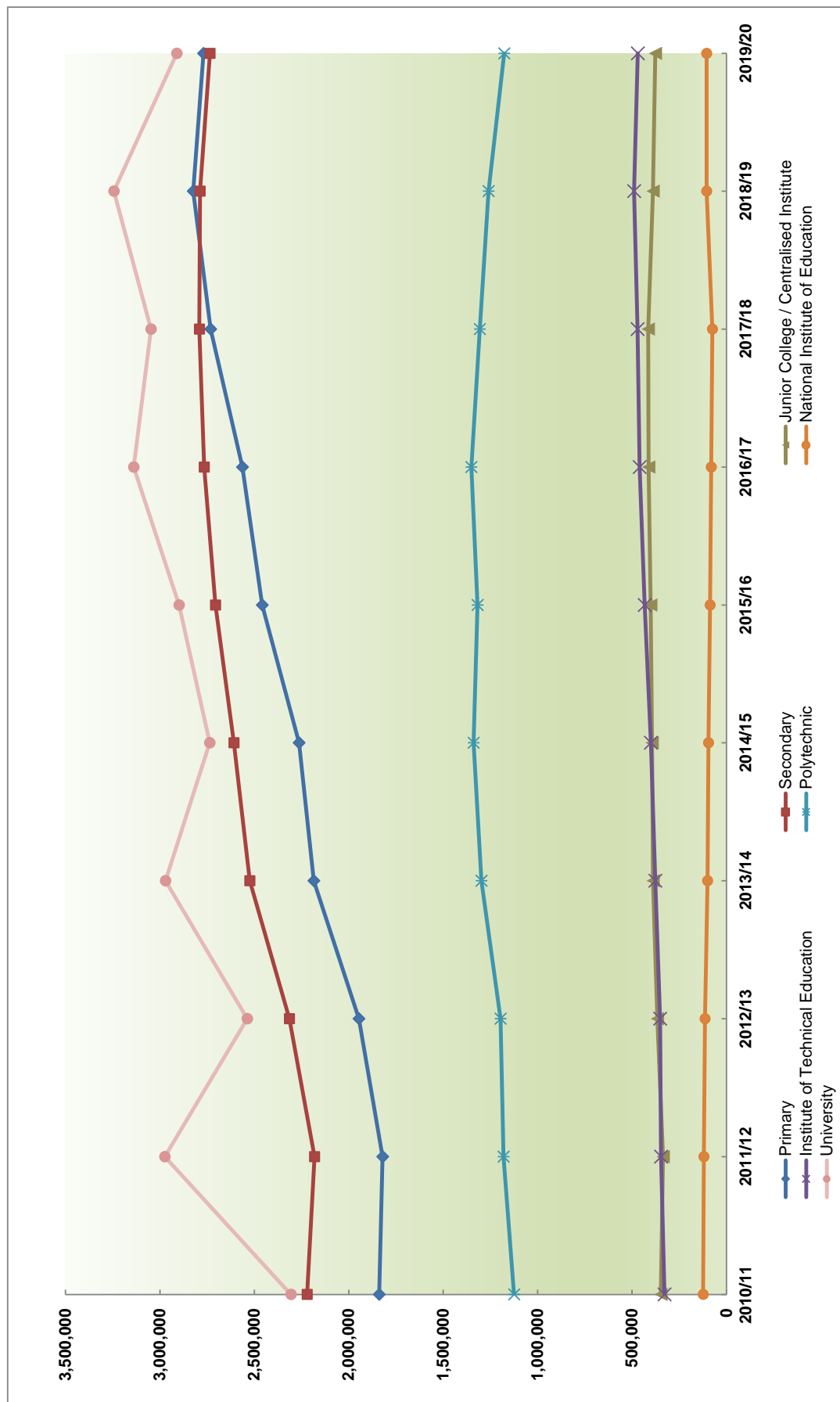
### 30 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others <sup>2</sup>	Total
2005/06	44,835	72,258	131,273	46,232	37,596	262,858	0	247,374	1,240	23,312	866,978
2006/07	42,425	78,447	104,640	14,811	70,167	152,823	0	137,496	2,035	4,725	607,569
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16	23,304	345,975	59,858	4,176	535	79,498	0	185,668	201	0	699,215
2016/17	56,060	391,398	86,206	23,933	0	24,518	0	71,553	2,992	0	656,660
2017/18	115,226	299,273	68,799	32,939	0	9,027	0	80,237	3,271	2,320	611,092
2018/19	66,742	210,453	69,608	44,342	0	14,044	0	22,959	668	18,170	446,986
2019/20 <sup>1</sup>	93,837	216,776	84,836	33,924	0	19,097	0	303,030	9,182	30,618	791,300

Note : 1) Preliminary figures.

2) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 31)



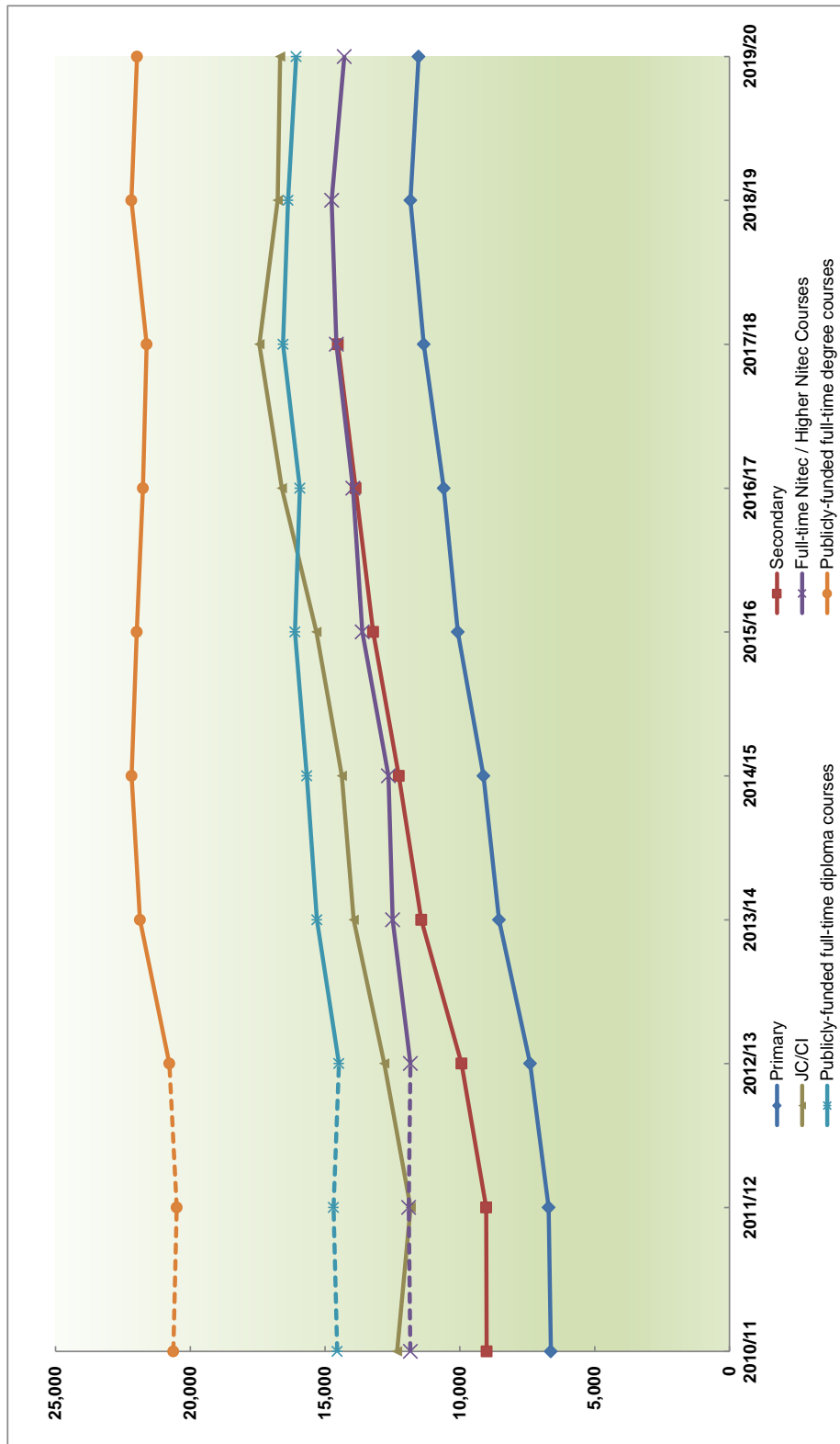
### 31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others <sup>2</sup>	Total
2005/06	433,675	1,125,876	1,328,287	238,115	203,973	622,933	84,722	1,058,239	50,124	69,355	5,215,299
2006/07	298,582	1,290,409	1,561,500	271,046	249,154	728,741	100,147	1,719,156	53,196	79,786	6,351,717
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16	628,918	2,457,901	2,705,620	401,335	432,961	1,317,875	86,526	2,897,770	154,060	152,775	11,235,741
2016/17	678,891	2,563,211	2,764,946	412,032	459,931	1,350,672	80,290	3,138,310	161,189	202,722	11,812,194
2017/18	741,706	2,731,770	2,791,373	414,581	471,088	1,305,602	74,774	3,046,680	177,638	324,326	12,079,538
2018/19	768,071	2,823,567	2,787,630	389,060	489,278	1,259,567	105,071	3,243,605	182,967	380,190	12,429,006
2019/20 <sup>1</sup>	770,125	2,769,064	2,734,668	376,956	470,036	1,176,648	105,045	2,910,173	199,941	526,344	12,039,000

Note : 1) Preliminary figures.

2) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD) (Refer to Table 32)



### 32 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary <sup>2</sup>	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
2005/06	3,820	5,793	9,445	9,249	10,843	17,793
2006/07	4,243	6,246	10,161	10,209	11,903	18,472
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
2009/10	5,537	7,736	10,772	10,129	12,598	18,868
2010/11	6,624	9,008	12,331	11,839	14,552	20,630
2011/12	6,712	9,022	11,830	11,898	14,687	20,505
	Primary	Secondary <sup>2</sup>	Junior College / Centralised Institute	Full-time Nitec / Higher Nitec courses <sup>3</sup>	Publicly-funded full-time diploma courses <sup>4</sup>	Publicly-funded full-time degree courses <sup>5</sup>
2012/13	7,396	9,940	12,806	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	13,619	16,118	21,988
2016/17	10,596	13,869	16,602	13,968	15,934	21,757
2017/18	11,338	14,527	17,440	14,582	16,561	21,624
2018/19	11,835	14,973	16,760	14,758	16,375	22,186
2019/20 <sup>1</sup>	11,531	15,289	16,670	14,285	16,069	21,981

Note : 1) Preliminary figures.

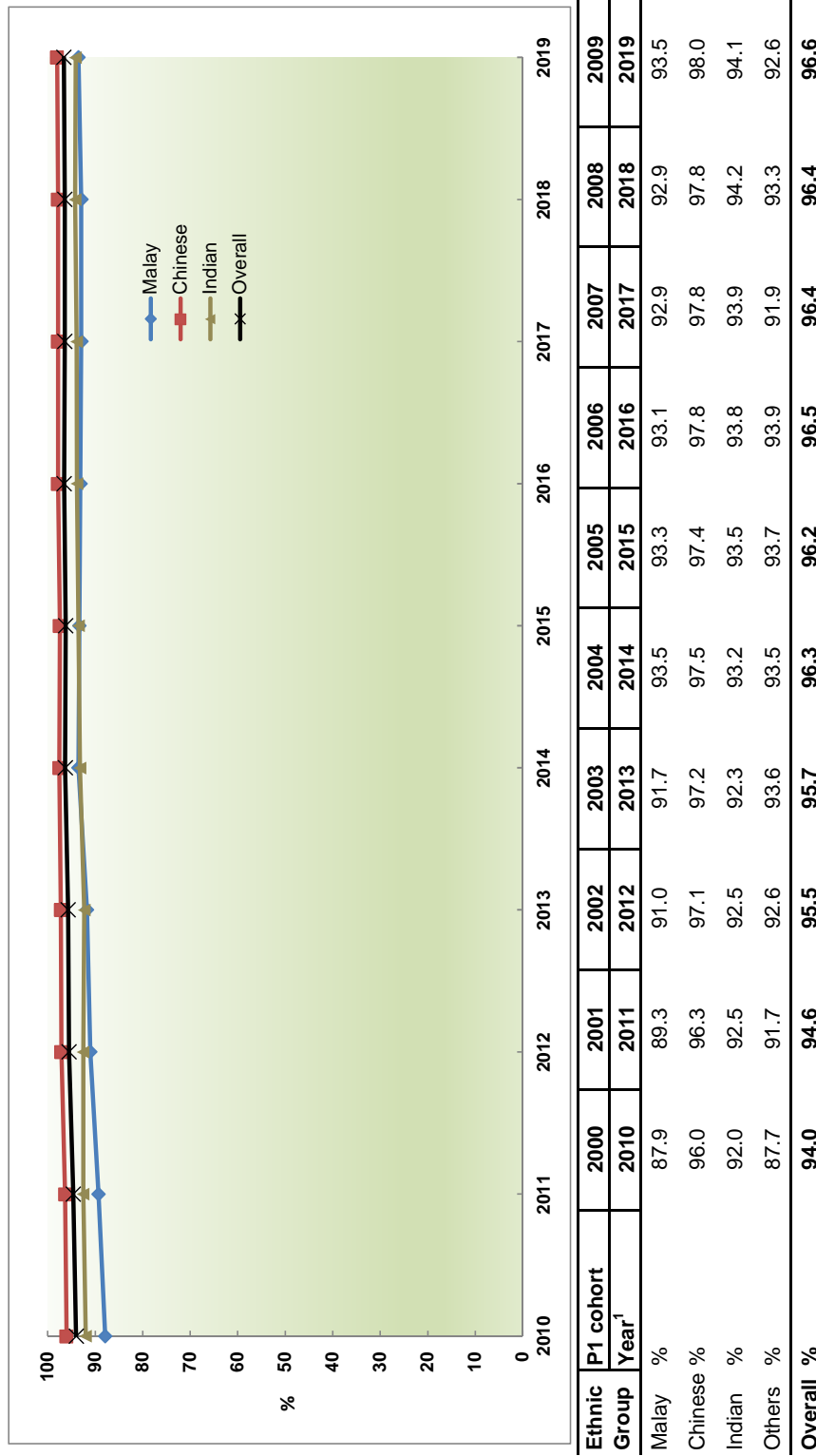
2) Figures exclude Independent Schools.

3) Refers to full-time *Nitec* / *Higher Nitec* courses offered by the Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under "Publicly-funded full-time diploma courses" from FY2012 onwards. From revised FY2018, it also includes funding to National Institute of Early Childhood Development (NIEC) offering publicly-funded full-time Higher Nitec courses.

4) Refers to publicly-funded full-time diploma courses offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. Since FY2012, it includes publicly-funded full-time diploma courses offered by ITE, LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA). From revised FY2018, it also includes funding to NIEC offering publicly-funded full-time diploma courses.

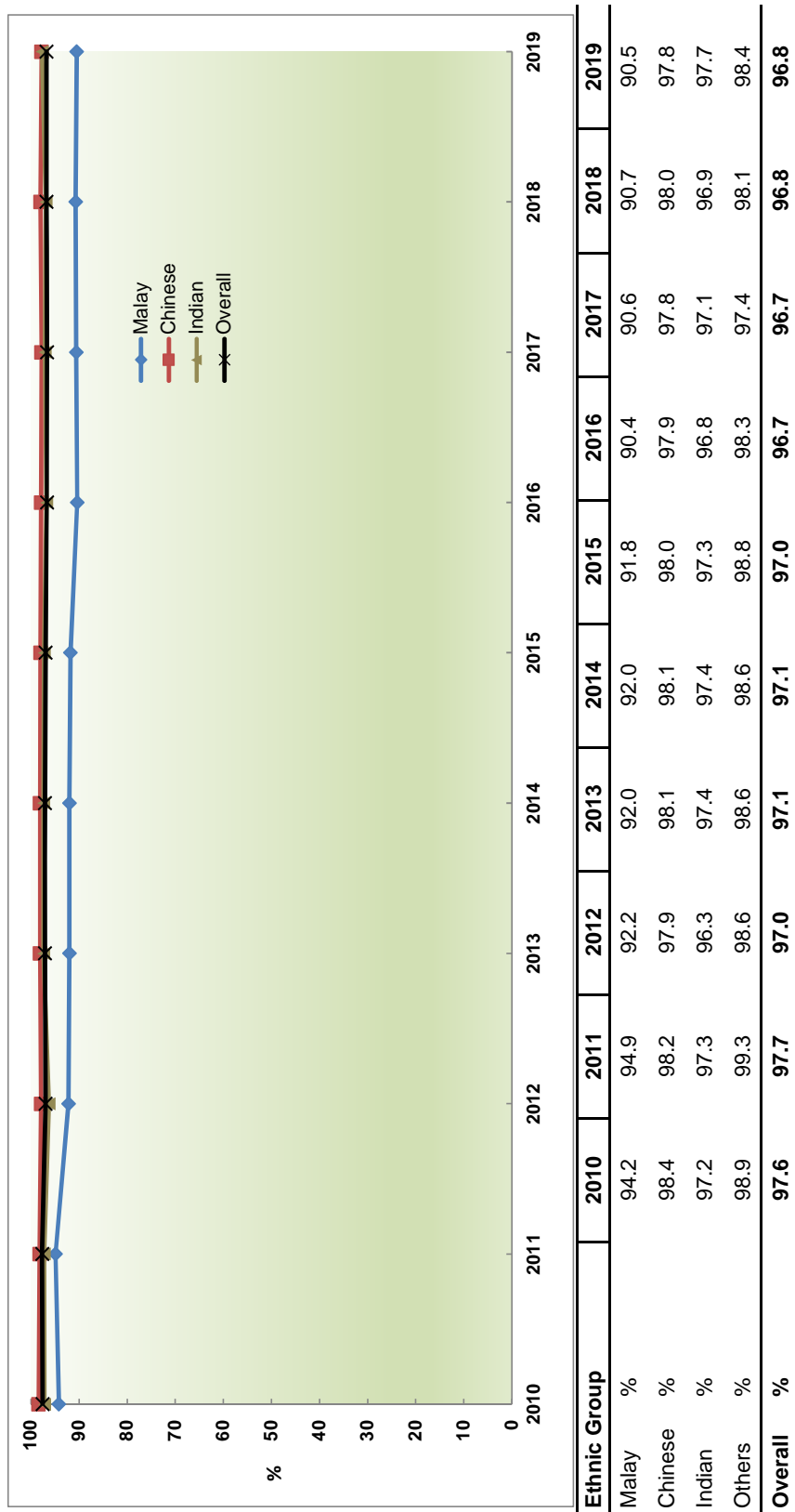
5) Refers to publicly-funded full-time degree courses offered by National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology and Design, LASALLE, NAFA and SIM University (renamed as Singapore University of Social Sciences wef 2016) from FY2014.

### 33 PERCENTAGE OF P1 COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Note: 1) Refers to the year in which the typical student in that particular cohort would progressed to a post-secondary education institution (10 years after P1).  
 2) Figures for 2015-2019 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later.  
 3) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account students who have left the country.

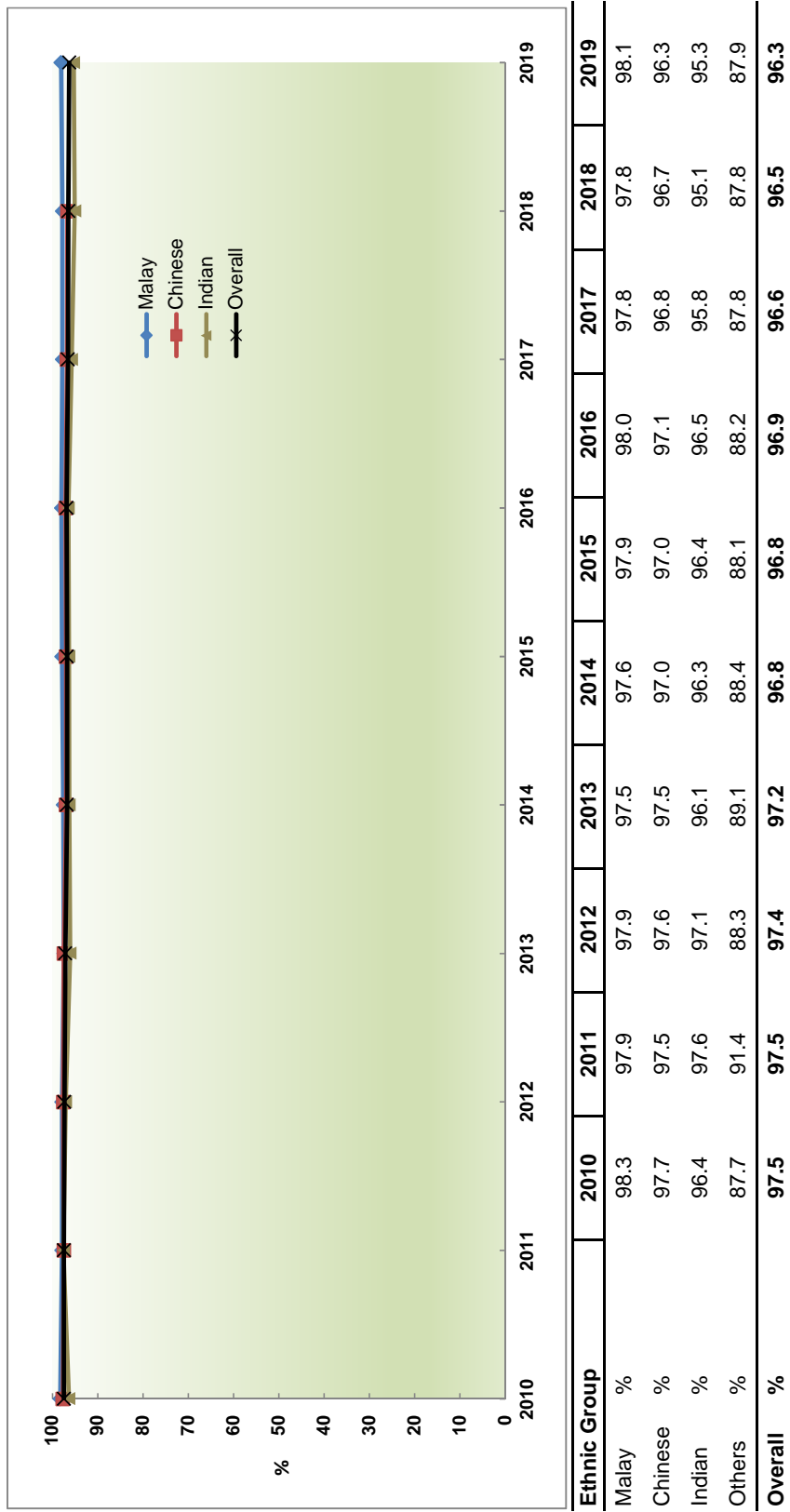
### 34 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD ENGLISH LANGUAGE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude students taking Foundation English Language.

### 3.5 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD MOTHER TONGUE LANGUAGE

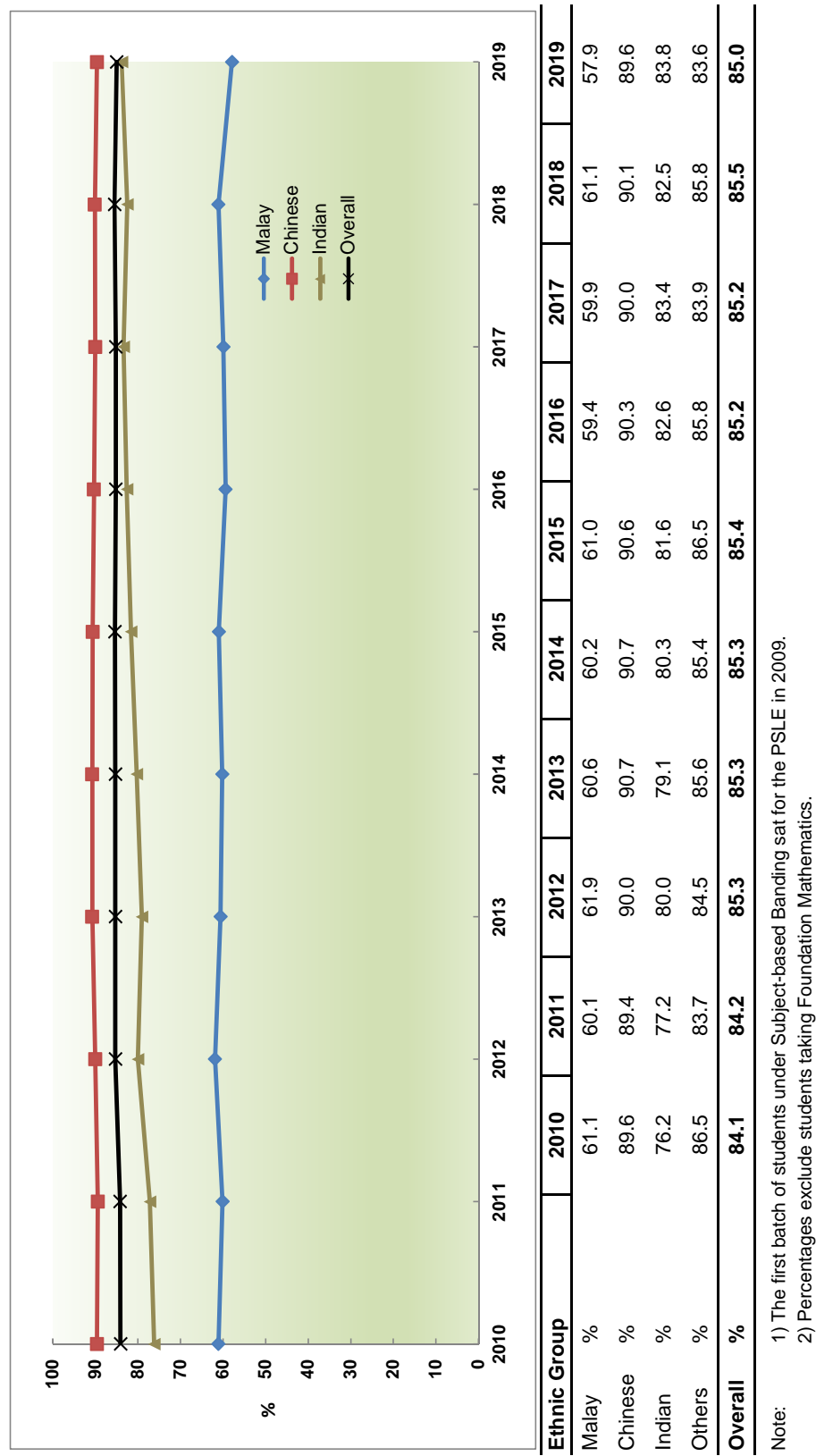


Note:

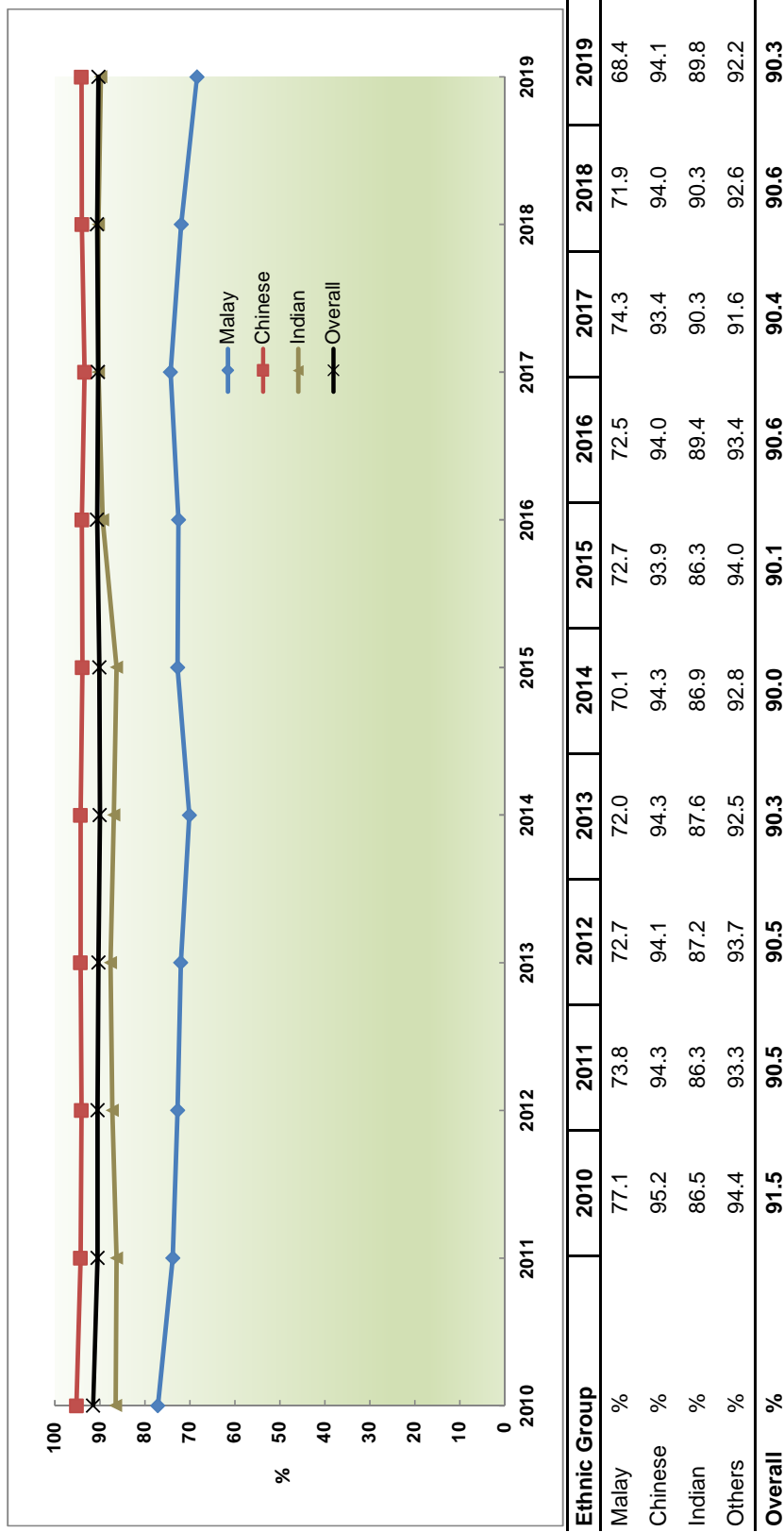
- 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
- 2) Percentages exclude students taking Foundation Mother Tongue Language.



### 36 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD MATHEMATICS



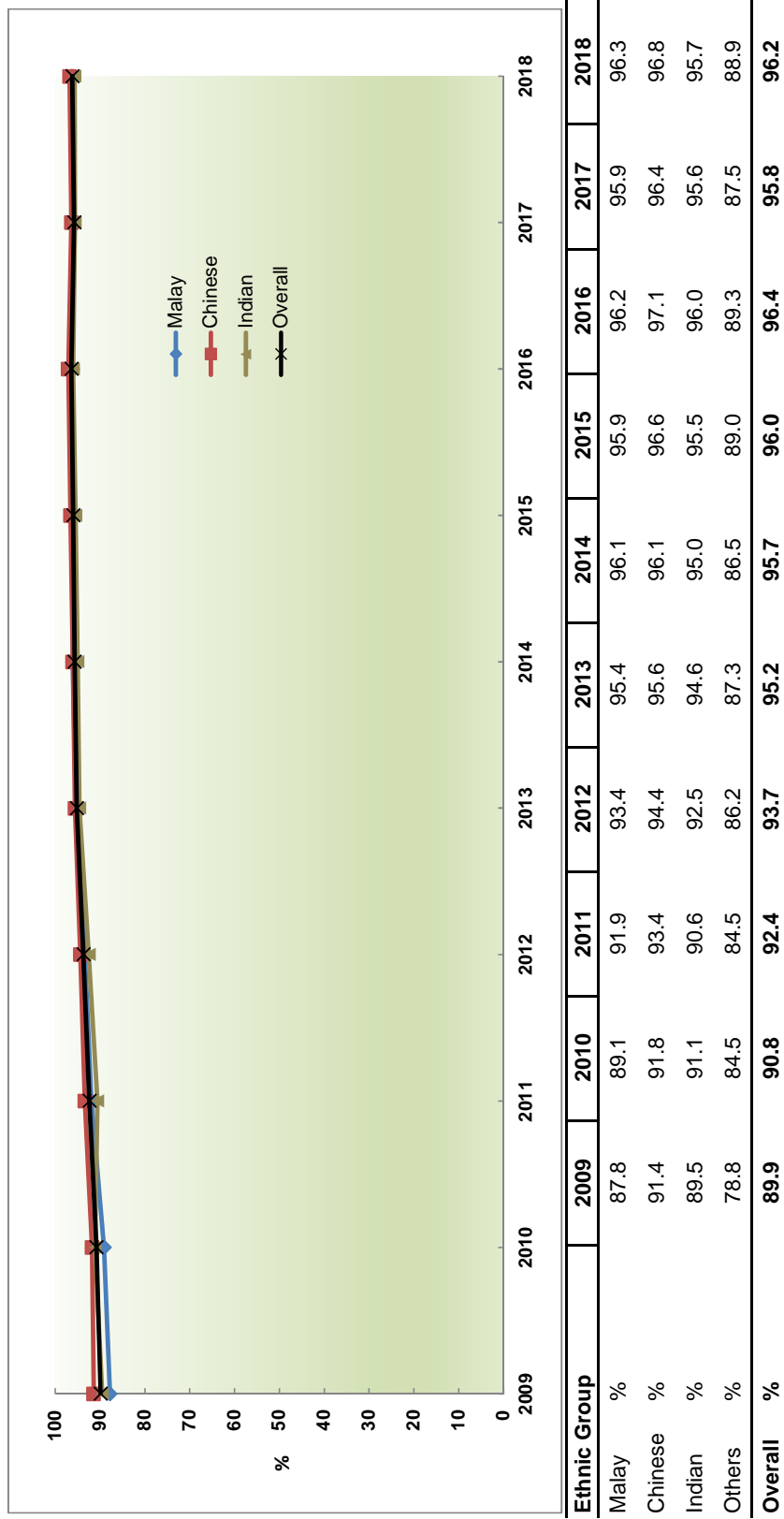
### 37 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD SCIENCE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude students taking Foundation Science (2010 onwards).

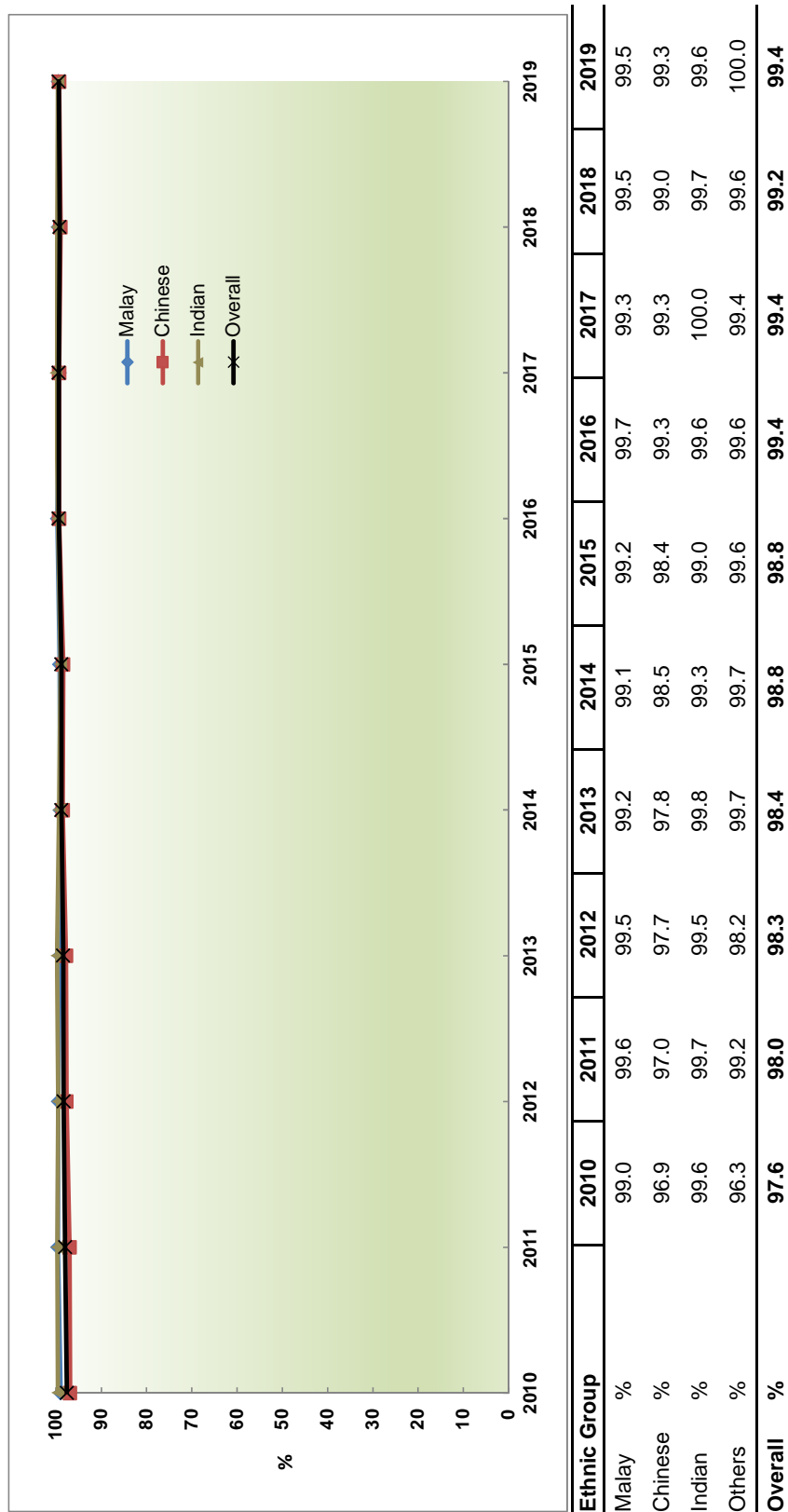
### 38 PERCENTAGE OF N-LEVEL COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Note:

- Figures for 2015 - 2018 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later. Data for 2019 is not available as the 2019 S4N(A) students progressing to S5 are not fully tracked yet.
- Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country.

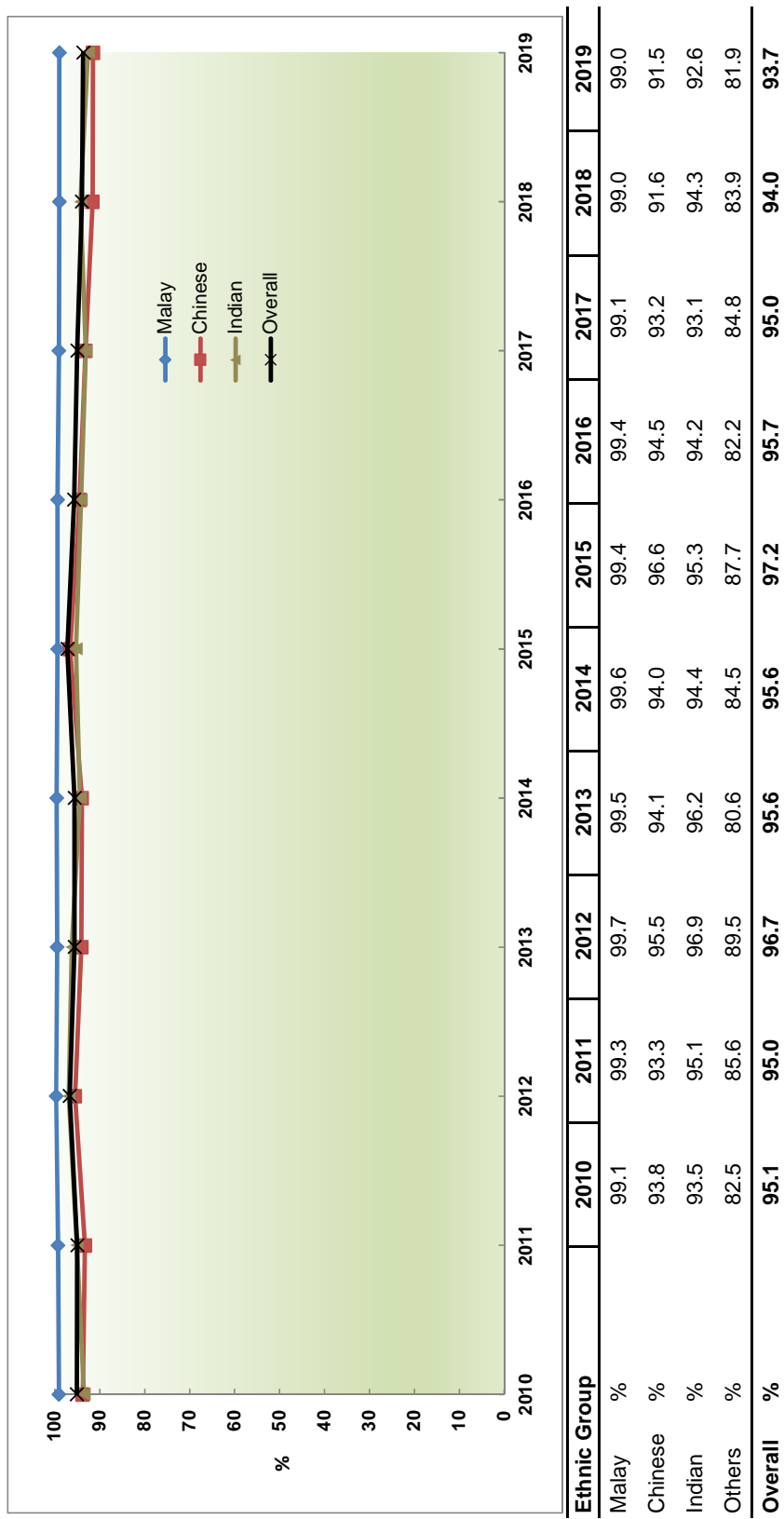
### 39 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note:

- 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
- 2) Students who offer the subject at a higher level are also taken into consideration.

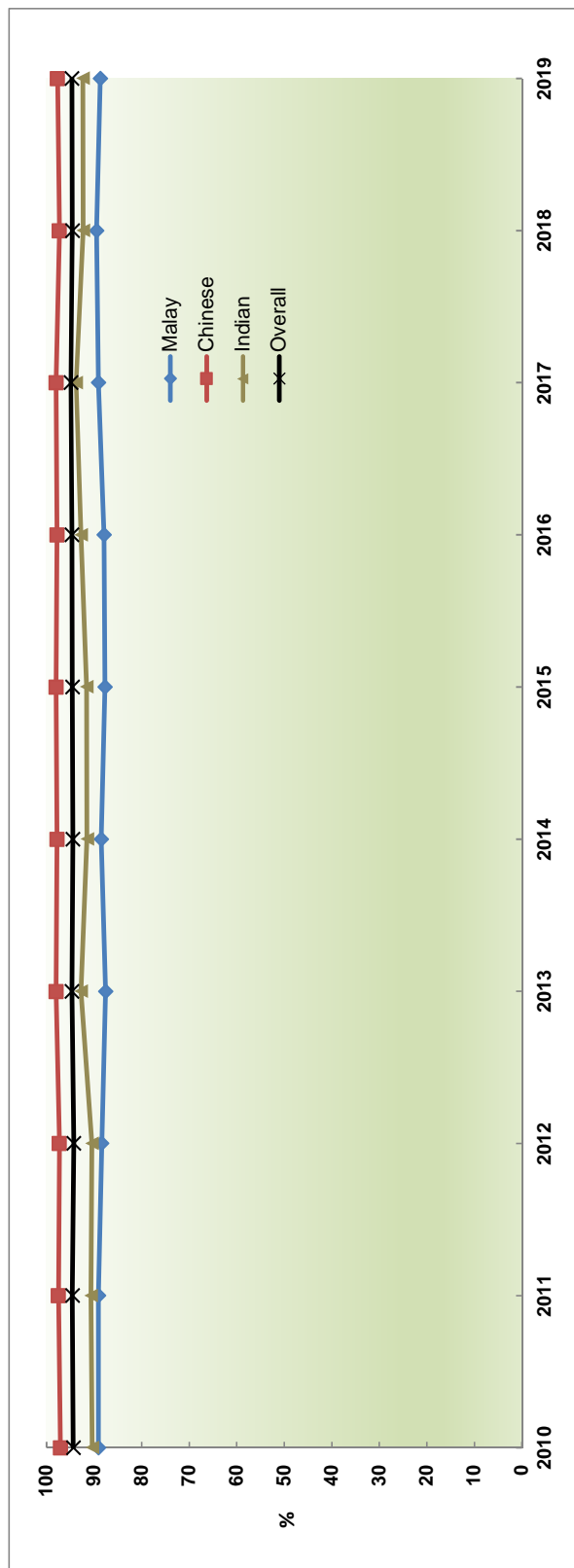
#### 40 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Note:

- 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
- 2) Students who offer the subject at a higher level are also taken into consideration.

#### 41 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MATHEMATICS

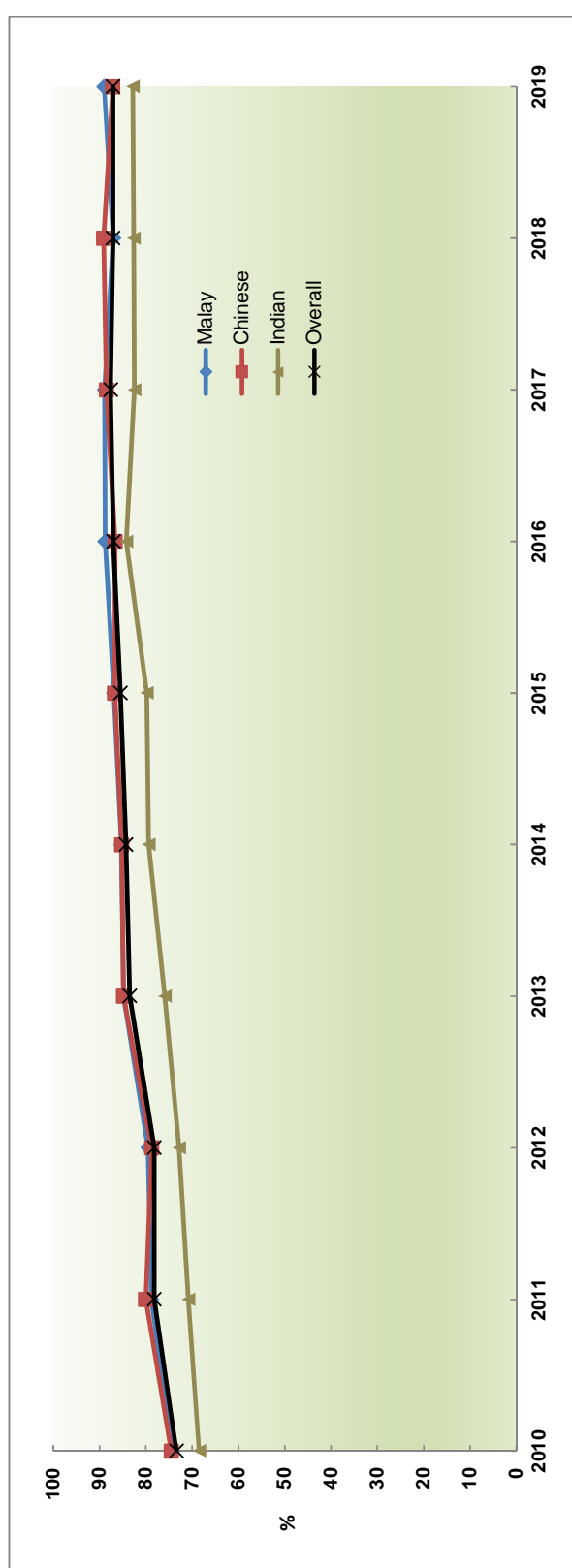


Ethnic Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Malay	89.1	89.1	88.4	87.6	88.5	87.7	87.9	89.1	89.5	88.7
Chinese	97.1	97.5	97.3	98.0	97.8	98.0	97.8	98.0	97.3	97.7
Indian	90.4	90.7	90.5	92.8	91.5	91.6	92.8	93.8	92.3	92.4
Others	95.4	94.1	93.3	94.1	94.1	96.7	95.6	95.9	95.8	97.8
<b>Overall</b>	<b>94.4</b>	<b>94.6</b>	<b>94.3</b>	<b>94.7</b>	<b>94.5</b>	<b>94.6</b>	<b>94.7</b>	<b>94.9</b>	<b>94.6</b>	<b>94.7</b>

Note:

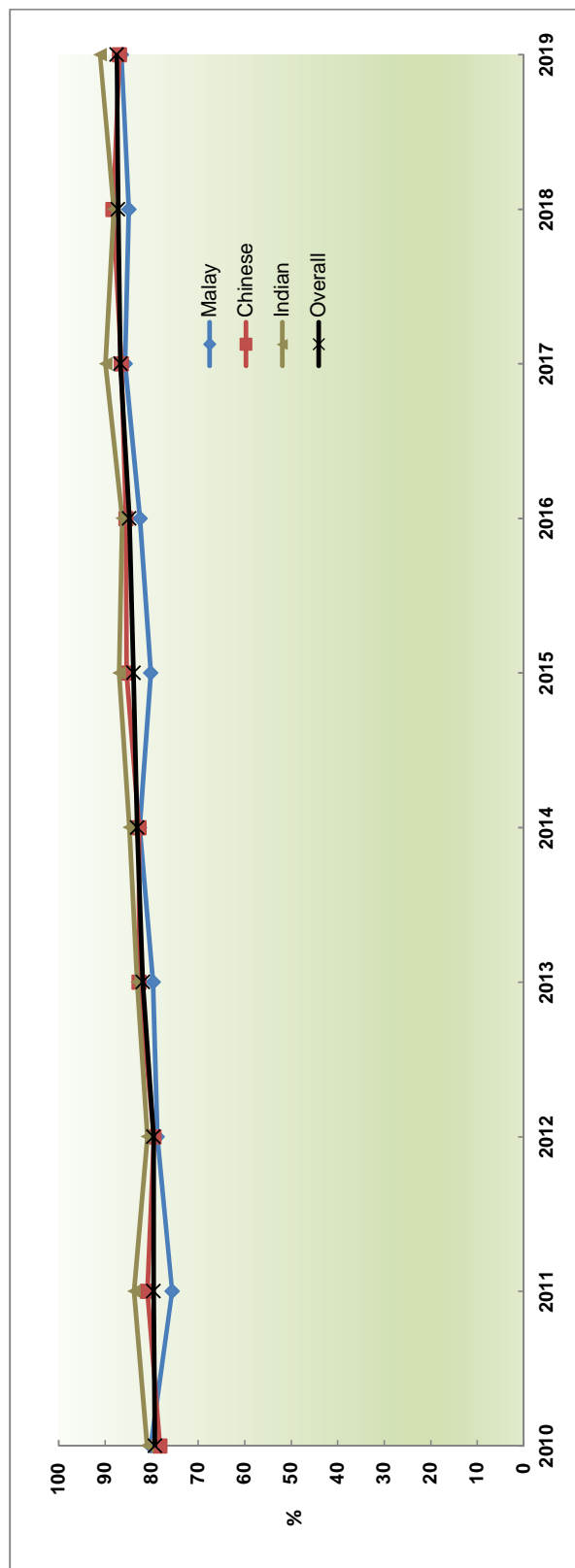
- 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
- 2) Students who offer the subject at a higher level are also taken into consideration.

## 42 PERCENTAGE OF N(T)-LEVEL COHORT THAT PROGRESSED TO ITE



Note: 1) Figures refer to students who progress to ITE in the immediate year after the N(T)-Level Examination.

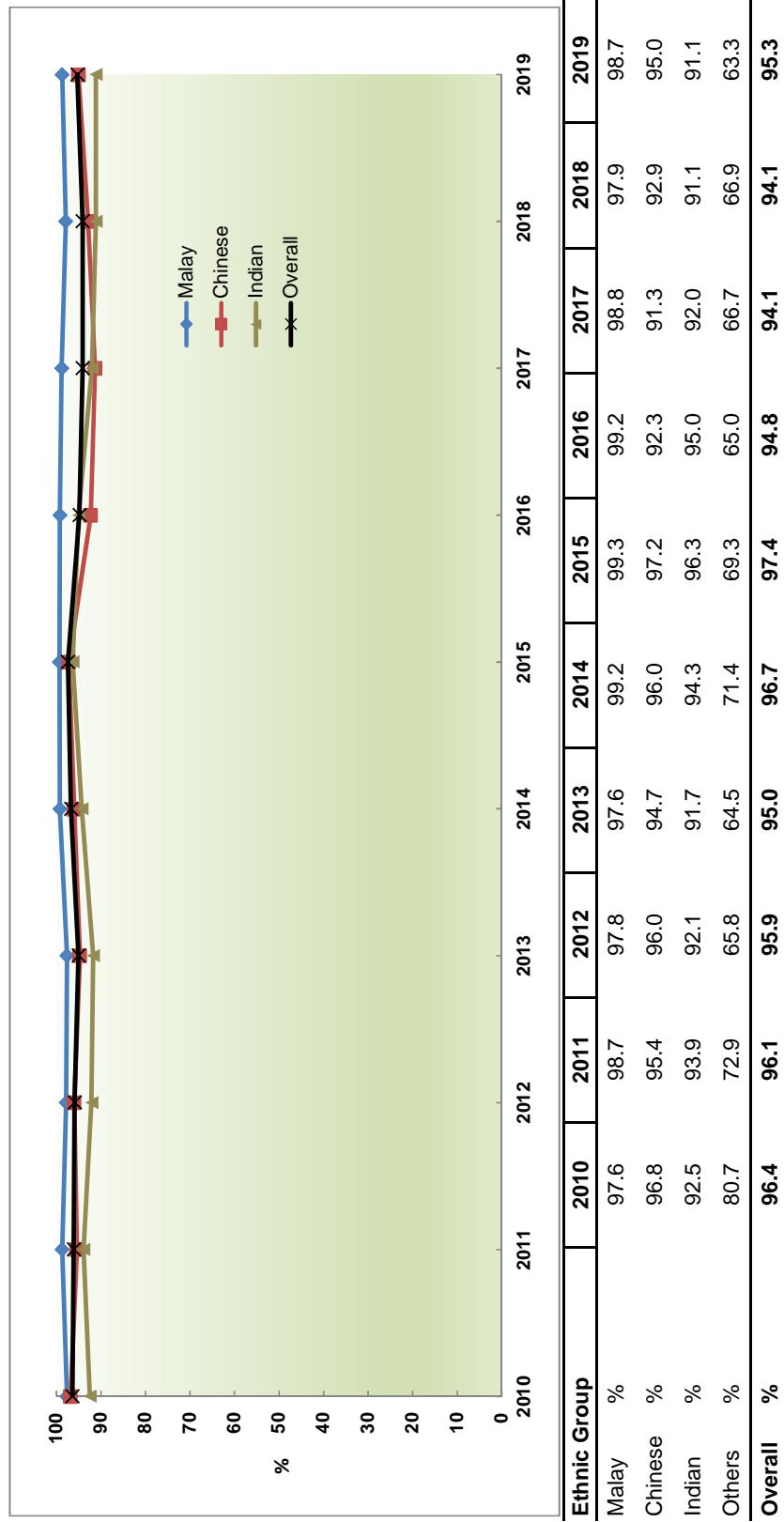
### 43 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Students who offer the subject at a higher level are also taken into consideration.

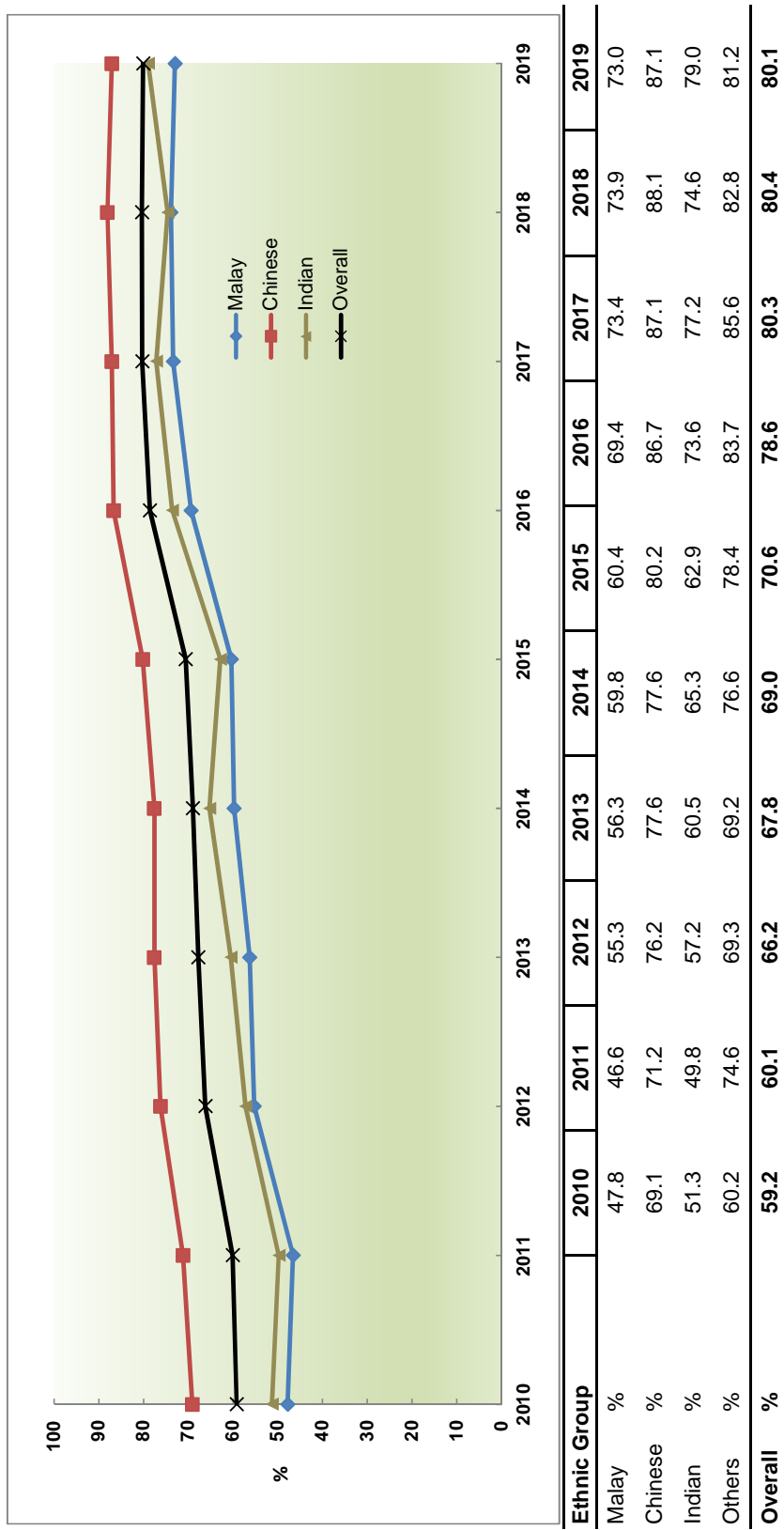


#### 44 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



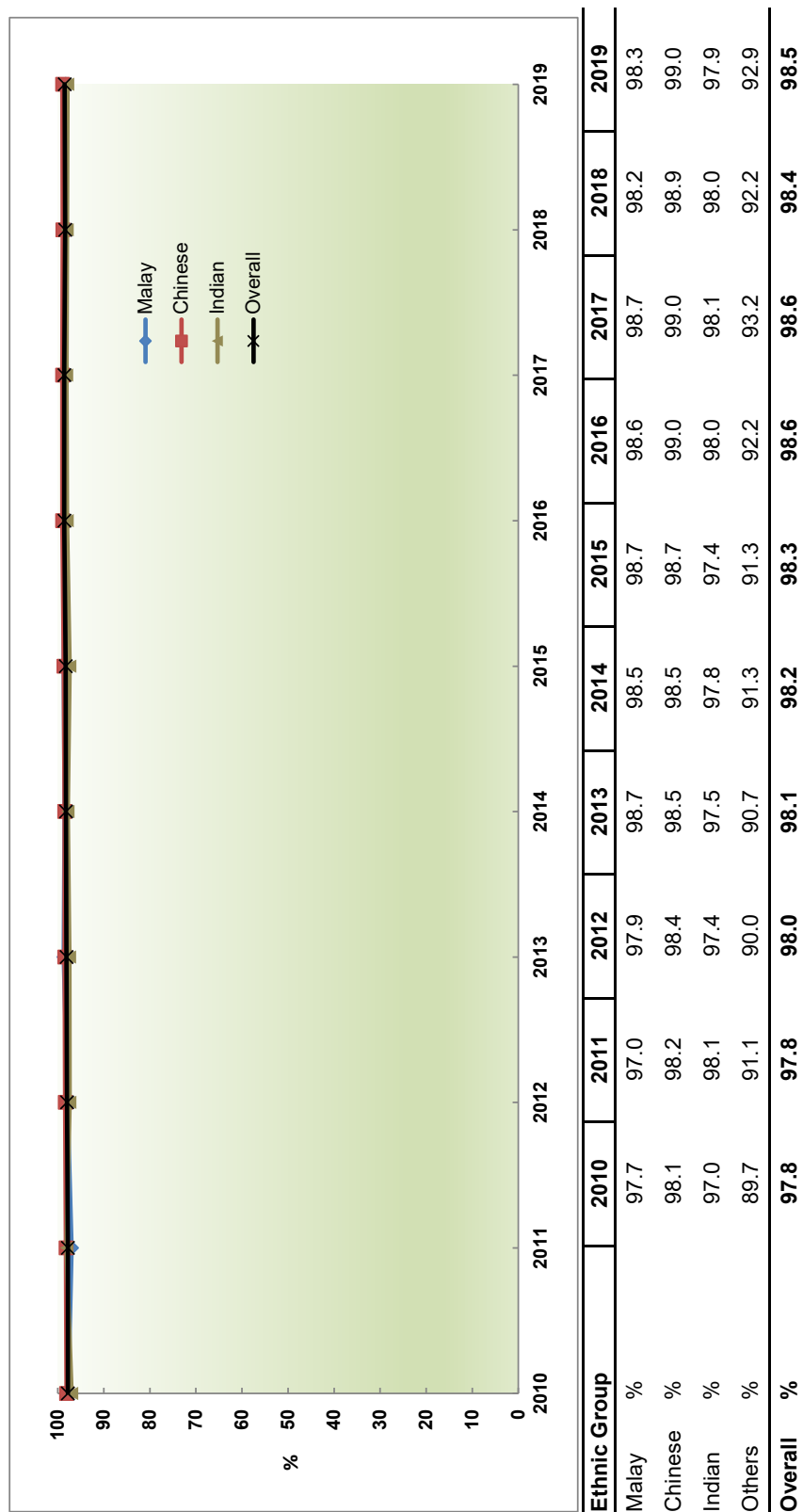
Note: 1) Students who offer the subject at a higher level are also taken into consideration.

## 45 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Note: 1) Students who offer the subject at a higher level are also taken into consideration.

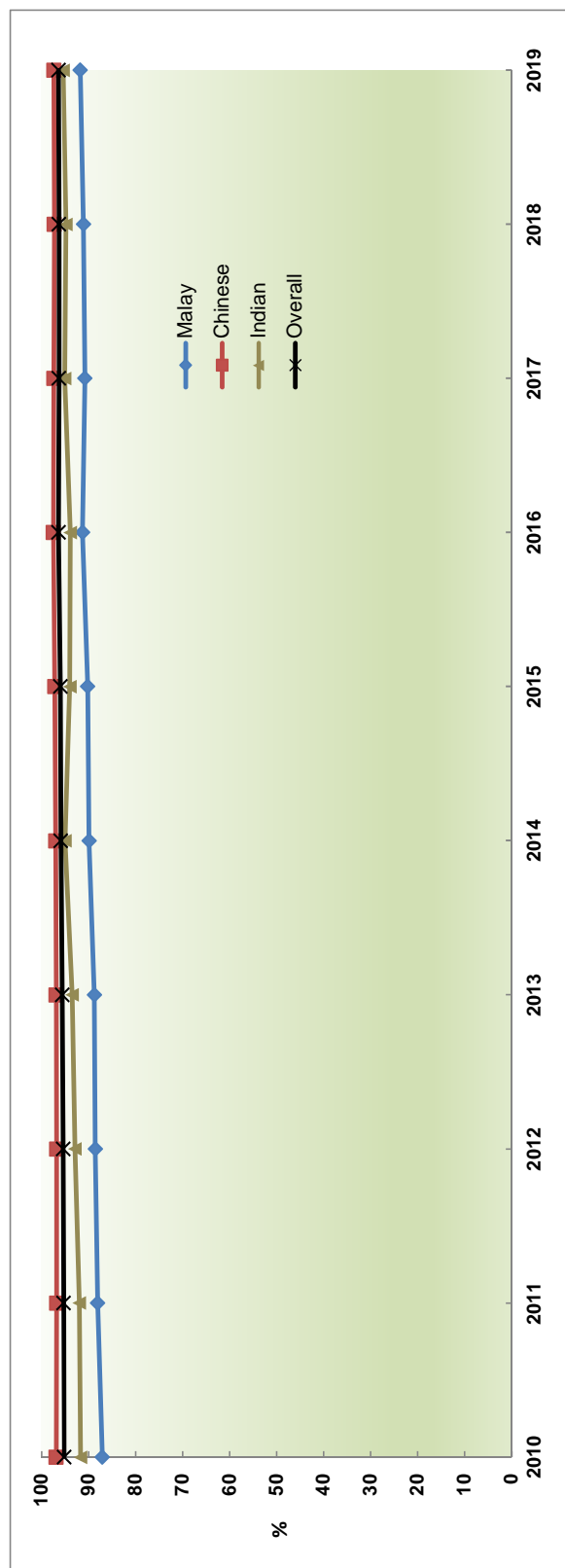
## 46 PERCENTAGE OF O-LEVEL COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Note: 1) Figures for 2015 - 2019 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later. Data for 2019 may be under-estimated as the admission data for 2019 into private education institutions is not available yet.

2) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country.

#### 47 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES

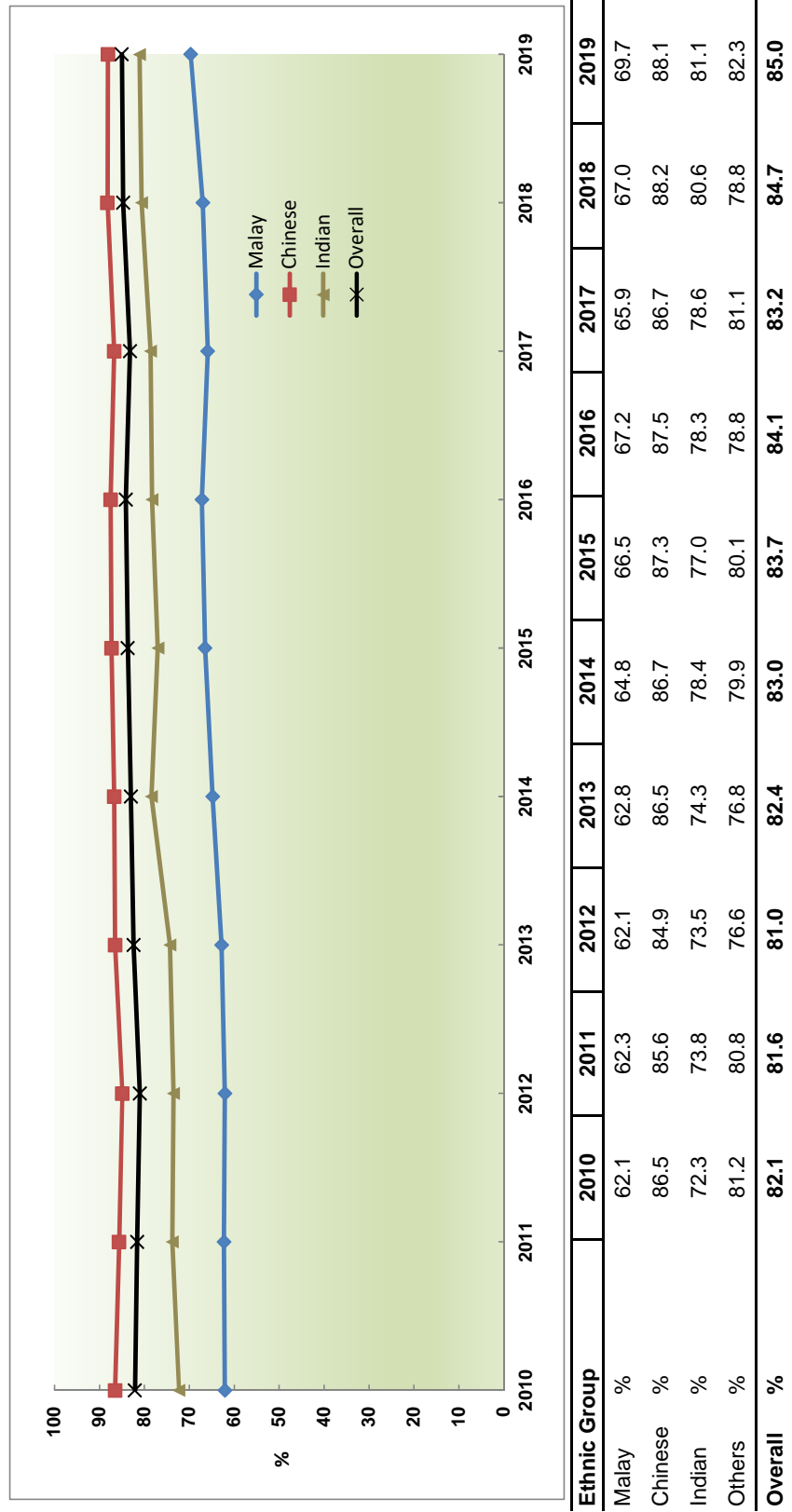


Ethnic Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Malay %	87.1	88.1	88.6	88.8	89.9	90.2	91.3	90.8	91.1	91.8
Chinese %	96.9	96.8	96.8	96.9	97.0	97.2	97.5	97.4	97.3	97.4
Indian %	91.7	92.0	92.9	93.5	95.0	94.0	93.9	95.1	94.8	95.4
Others %	95.6	95.5	94.0	94.3	94.6	95.6	94.4	96.5	95.5	95.0
<b>Overall %</b>	<b>95.2</b>	<b>95.3</b>	<b>95.4</b>	<b>95.6</b>	<b>95.9</b>	<b>96.0</b>	<b>96.4</b>	<b>96.3</b>	<b>96.3</b>	<b>96.4</b>

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

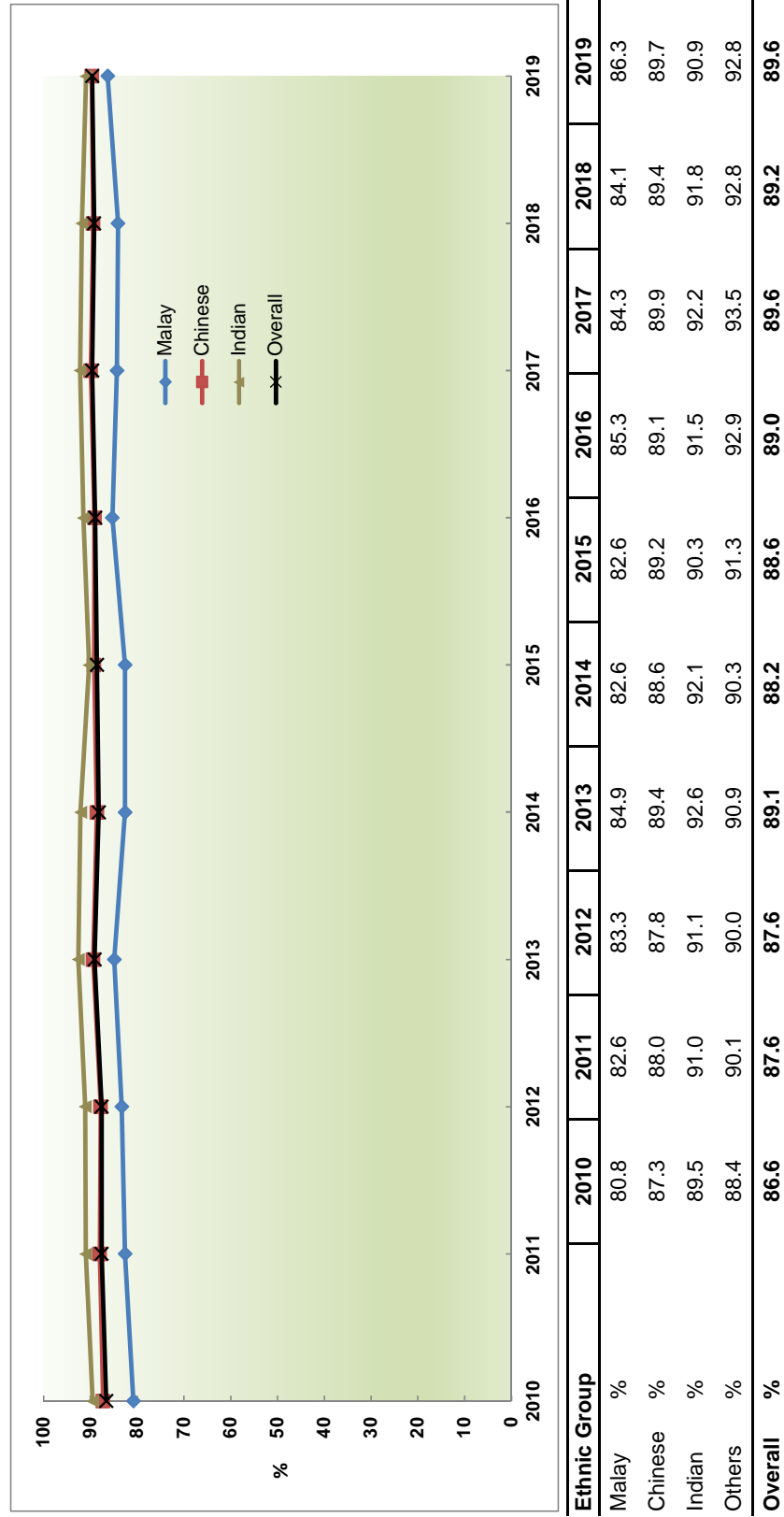
#### 48 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

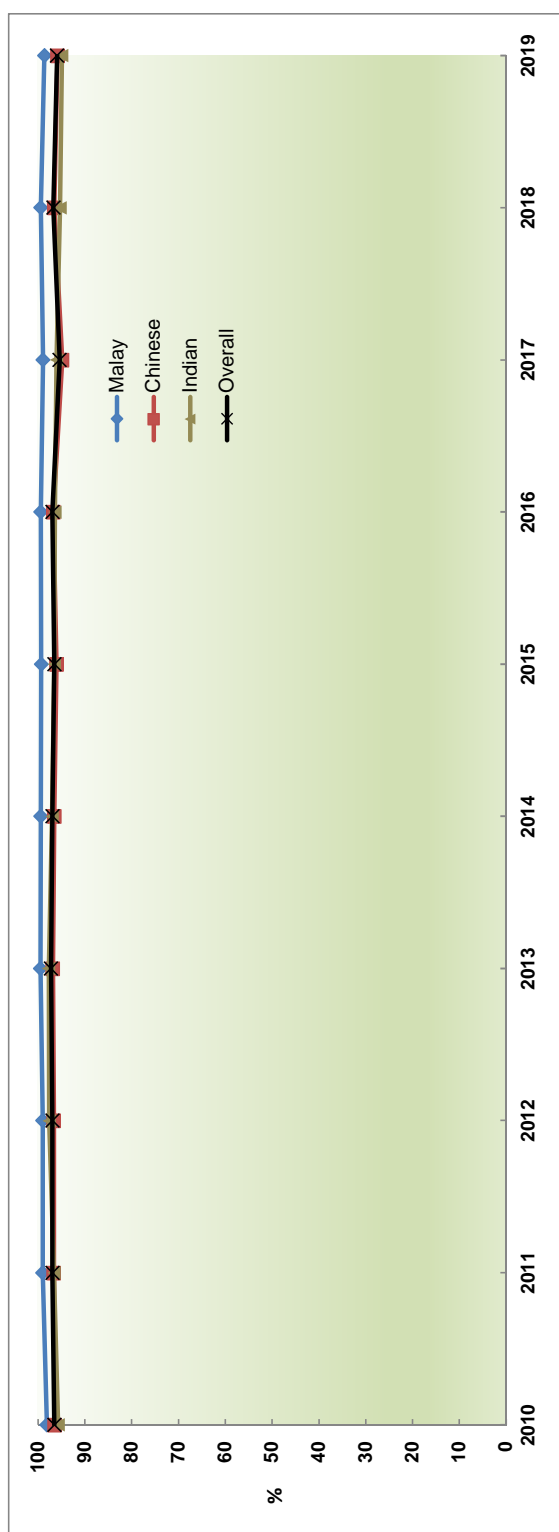
#### 49 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

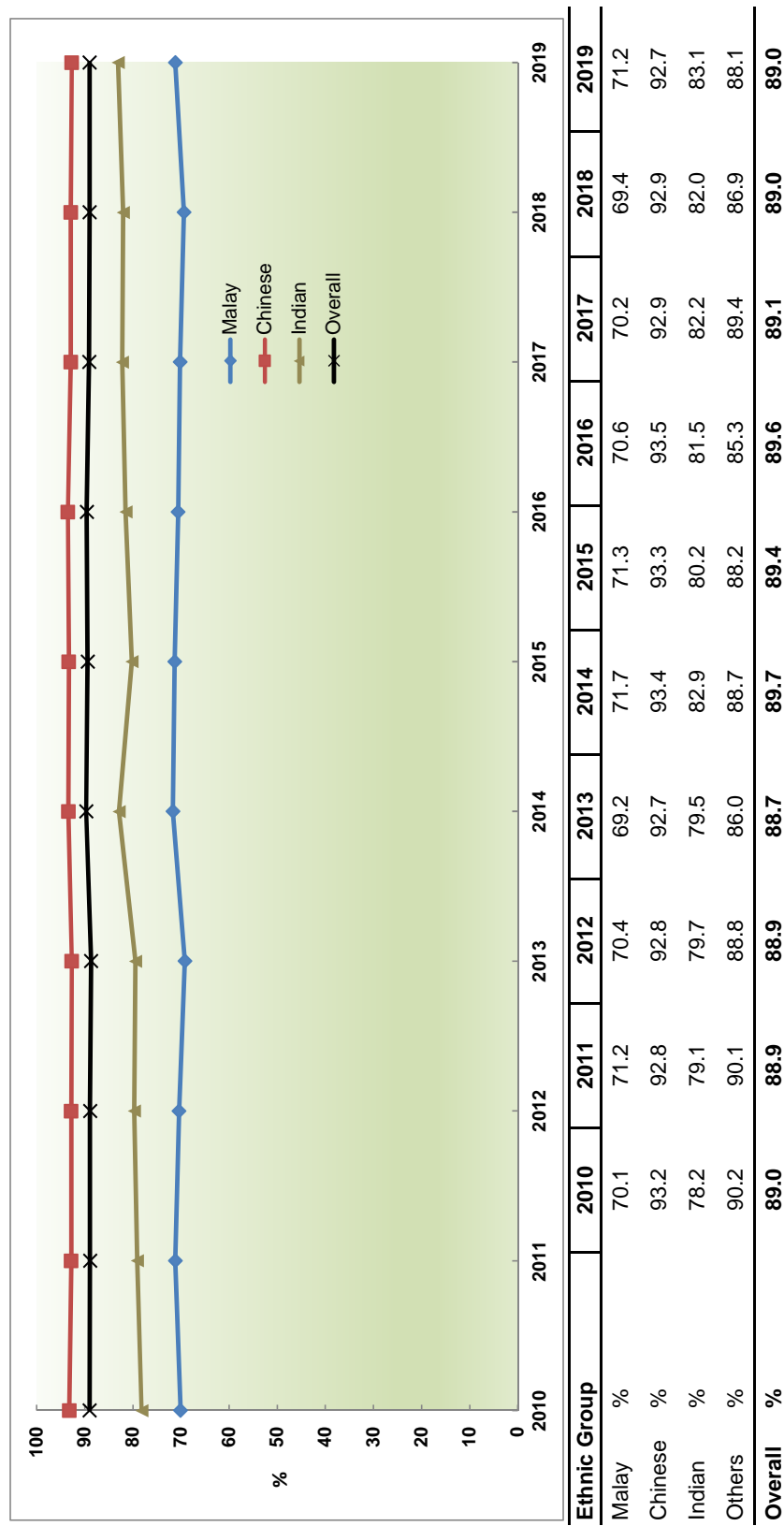
## 50 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

## 51 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS

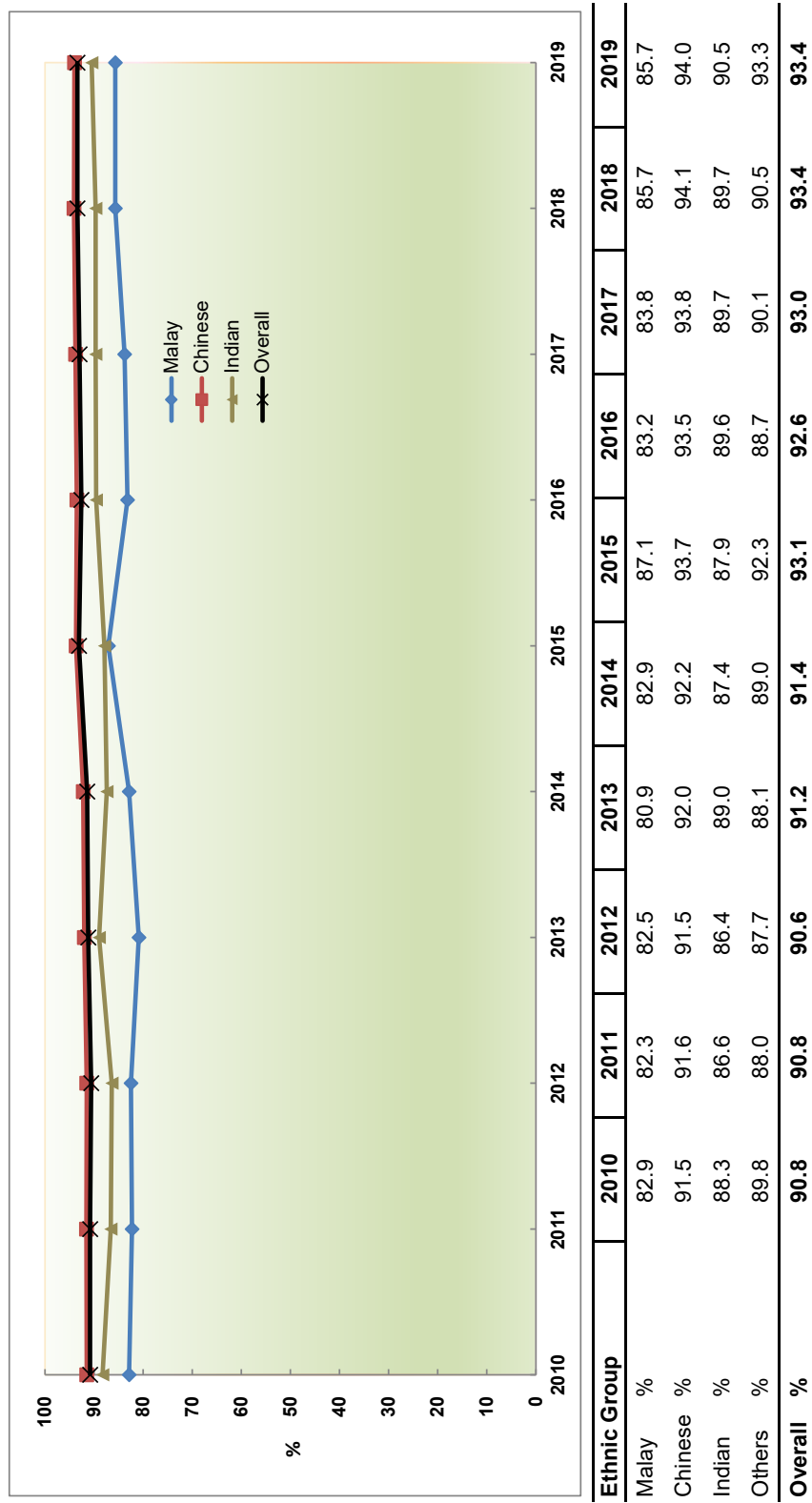


Note: 1) Figures exclude Integrated Programme (IP) students

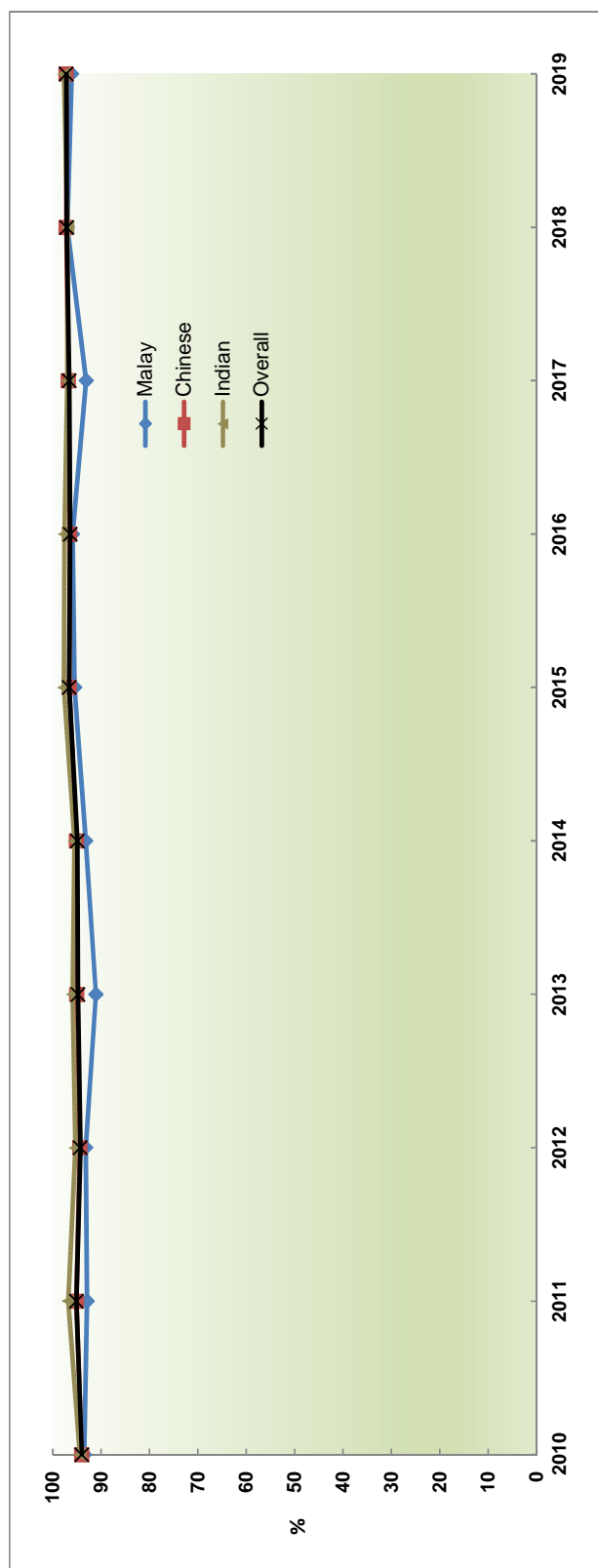
2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.



## 52 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 'A' LEVEL / 'H2' PASSES & PASS IN GP / K&I

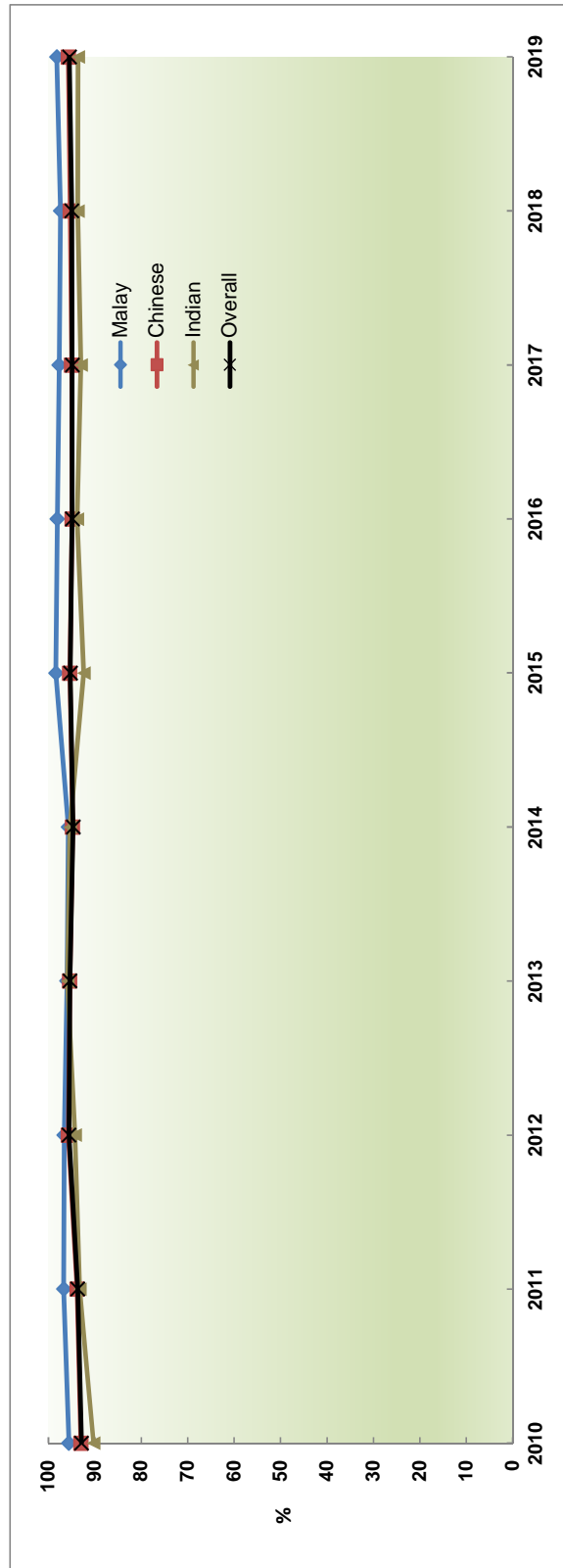


# 53 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



Ethnic Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Malay %	93.5	92.9	93.2	91.1	93.2	95.5	95.9	93.1	97.0	96.1
Chinese %	94.0	95.1	94.4	95.0	95.1	96.6	96.5	96.8	97.2	97.2
Indian %	94.4	96.8	95.3	95.9	95.5	97.7	97.6	97.0	96.9	97.7
Others %	94.2	93.1	90.9	91.8	91.8	95.7	94.2	95.7	96.1	97.0
Overall %	94.0	95.1	94.3	94.8	94.9	96.6	96.4	96.6	97.1	97.2

# 54 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT 'AO'/H1' LEVEL



Ethnic Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Malay %	95.6	96.7	96.6	96.0	95.7	98.4	98.1	97.7	97.4	98.2
Chinese %	93.0	93.8	95.7	95.4	94.8	95.4	94.9	95.0	95.3	95.7
Indian %	90.3	93.3	94.3	95.9	95.4	92.4	93.8	93.0	93.7	93.6
Others %	81.8	78.4	86.2	87.0	80.3	87.2	86.7	91.7	84.3	87.6
<b>Overall %</b>	<b>92.9</b>	<b>93.7</b>	<b>95.6</b>	<b>95.4</b>	<b>94.7</b>	<b>95.3</b>	<b>94.9</b>	<b>94.9</b>	<b>95.0</b>	<b>95.5</b>

## **APPENDICES**

# Milestones in the Education System

## Primary Education

- 1979 **Streaming at primary levels was introduced** starting with the 1979 Primary 3 (P3) cohort – The Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of P6. The Extended course offered a slower pace of teaching and learning, and students sit for the PSLE after 7-8 years in primary school. The Monolingual course, which helped students to acquire basic literacy and numeracy skills to prepare them for training in a skill or trade with then-Vocational and Industrial Training Board (VITB), led to the Primary School Proficiency Examination (PSPE) at the end of 8 years of schooling.
- 1991 **P3 streaming was removed, and P4 streaming (EM1, EM2 and EM3 streams) was introduced.** The 1991 Report on Improving Primary School Education recommended that streaming take place at the end of P4. Schools assessed students' performance in English Language, Mother Tongue Language and Mathematics, and placed each student in one of the three streams, while ensuring comparable standards across schools. The students advanced to P5 in the same school.
- 1993 **Last batch of P8 Extended and P8 Monolingual students.**
- 2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream.** Distinctions between the streams were further reduced as non-EM1 students were also allowed to opt for Higher Mother Tongue Language (HMTL) (or Standard Mother Tongue Language if they were previously offering it at the Foundational level) if they were capable of offering it at the higher level.
- 2005 **Schools were given the flexibility to integrate the merged EM1 and 2 stream, and EM3 stream in the teaching of non-academic subjects.** While students in EM3 stream were still taught as a group for their academic subjects, schools could organise and band their students in a manner that would achieve the best educational outcomes.
- 2008 **Streaming at primary levels was removed and replaced with Subject-Based Banding, starting with the 2008 P5 cohort.** Under Subject-Based Banding, students can offer a mix of Standard or Foundation subjects depending on their aptitude in each subject.

## Secondary Education

- 1980 **Streaming at secondary levels was introduced.** Under the New Education System (Secondary) [NES(S)], students promoted to Secondary 1 (Sec 1) are

channelled to one of three courses at the secondary level based on their PSLE results – the Normal course, Express course, or Special course. Students in the Normal course would sit for the N-Level examination at the end of four years and would take the O-Level examination in the fifth year. Students in the Express course would take EL as a first language and MTL as a second language, and sit for the O-Level examination at the end of four years. Students in the Special course would take both EL and MTL as first languages (i.e. HMTL) and complete their secondary education in four years by sitting for the O-Level examination.

- 1988      **Independent Schools were established** – Anglo-Chinese School, St Joseph's Institution, and The Chinese High. The Singapore Chinese Girls' School and Methodist Girls' School followed suit in 1989, Raffles Institution in 1990, and Raffles Girls' School and Nanyang Girls' High School in 1993. These schools were given greater autonomy to develop innovative academic and non-academic programmes, some of which could then be replicated across all our schools.
  
- 1994      **The Normal course was split into Normal (Academic) [N(A)] and Normal (Technical) [N(T)] courses.** Sec 1 N(T) course was introduced to cater to students who were more technically-inclined. It prepared them for technical-vocational education and training in the Institute of Technical Education (ITE), but students could also transfer to the N(A) course if they performed well in their N(T)-Level examination at the end of four years.
  
- 1994      **Autonomous Schools were established.** A number of non-independent schools were given greater autonomy as well as additional funding to develop a wider range of programmes to enhance their students' learning experience and hone their talents.
  
- 2002      **Students in the N(A) course were allowed to offer out-of-stream or higher-level subjects, starting with the 2003 Sec 3N(A) cohort.** This provision was extended to students in the N(T) course from the 2006 Sec 3N(T) cohort. Schools were encouraged to adopt a more customised approach and stretch academically stronger students in their areas of strengths, which would better prepare them for post-secondary education.
  
- 2004      **The Integrated Programme was introduced** as a six-year programme for academically-strong students who prefer a more independent and less structured learning approach. The programme aims to develop students according to their aptitudes and interests by engaging them in broader learning experiences in both academic and non-academic aspects of the curriculum. Students proceed to pre-university education without sitting for the O-Level examinations.
  
- 2004      **Direct School Admission (DSA) was introduced** as an alternative admission mechanism to secondary school. It allowed students to enter secondary schools based on their aptitudes and talents (e.g. in sports, performing arts) beyond that demonstrated through the PSLE.

- 2004 **The Singapore Sports School welcomed its inaugural batch of students.** It is the first Specialised Independent School offering an integrated academic and sports programme. Apart from offering the GCE O-Level examinations, the school also has several post-secondary through-train pathways.
- 2005 **The progression structure for the N(T) course was revised to provide additional pathways for “lateral” transfers to the Normal (Academic) course,** e.g. Sec 2N(T)-to-Sec 2N(A). This aimed to provide greater flexibility and choice to students who demonstrated the ability to cope with the rigour of the more academically demanding course. The Sec 4N(T)-to-Sec 4N(A) lateral transfer replaced the previous provision for promotion from Sec 4N(T)-to-Sec 5N(A).
- 2005 **NUS High School of Mathematics and Science, a Specialised Independent School, welcomed its inaugural batch of students.** NUS High aims to nurture well-rounded and world-ready scientific minds.
- 2007 **NorthLight School, Singapore’s first Specialised School, was established** to better cater to students who benefit from a more customised and vocational curriculum.
- 2008 **The Special and Express Courses were merged into the Express Course,** to allow more students to offer MTL at the first language level (i.e. HMTL).
- 2008 **The School of the Arts welcomed its inaugural batch of students.** It is a Specialised Independent School offering a dedicated development path for those who have strong interest and early talent in the arts.
- 2008 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School,** Singapore’s second Specialised School. Like NorthLight School, it takes a whole-school approach towards educating students who benefit more from a hands-on and practical approach to learning.
- 2010 **The School of Science and Technology, a Specialised Independent School welcomed its inaugural batch of students.** It aims to cater to talents in applied learning with a focus on areas such as biotechnology, computing, and design.
- 2013 **Crest Secondary, the first Specialised School for Normal (Technical) (SSNT) students, welcomed its inaugural batch of students.** The school provides a customised curriculum, and takes a whole-school educational approach to suit the learning needs of its students. It works closely with the Institute of Technical Education (ITE) and industry partners to develop programmes and attachment opportunities for its students.
- 2014 **Spectra Secondary, the second SSNT, welcomed its inaugural batch of students.**

- 2014 **Piloting of Subject-Based Banding (Secondary) [(SBB (Sec))] in 12 Prototype Schools.** SBB (Sec) provided lower secondary N(A) and N(T) students the flexibility to take some subjects at a higher-level – English Language, Mathematics, Science or MTL (i.e. the PSLE subjects). This is an extension of out-of-stream provisions at the upper secondary level.
- 2018 **Expansion of Subject-Based Banding (Secondary) [(SBB (Sec))] to all secondary schools offering the N(A) and/or N(T) course from Sec 1.**
- 2020 **Full Subject-Based Banding (FSBB) was piloted in 28 secondary schools.** Under the FSBB pilot, lower secondary students in the N(A) and N(T) course may take Humanities subjects at a more demanding level. Students in these schools also offer a common curriculum for some subjects in re-organised form classes at lower secondary.

## Post-Secondary Education

### Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first Junior College.
- 1979 **A three-year Pre-University course was introduced** in several secondary schools (Pre-U Centres) to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language; and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised Institutes were introduced.** They offered the same A-Level courses as Junior Colleges, but with a greater emphasis on commerce subjects. All their students sit for the A-Level examination at the end of three years, compared to students from the Junior Colleges, who typically do so at the end of two years.
- 1995 **Pre-U Centres were phased out due to the implementation of Single Session Schools.**
- 2000 **The A-Level commerce course in Junior Colleges was phased out** because the polytechnics already offer a commerce course and could take in more students than before.
- 2004 **Millennia Institute was established** through the merger of Outram Institute and Jurong Institute, the two remaining Centralised Institutes. It is the only Pre-University institution to offer the commerce stream.



- 2005 **Direct School Admission (DSA) was introduced** as an alternative admission mechanism to Junior College. It allowed students to enter Junior Colleges based on their aptitudes and talents (e.g. in sports, performing arts) beyond that demonstrated through the O-Level examination.

## **Polytechnic**

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.
- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.
- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.
- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their GCE N(A)-Level examinations for entry into relevant polytechnic diploma courses.
- 2015 **SkillsFuture Earn and Learn Programme (ELP), now known as SkillsFuture Work-Study Diplomas/Post-Diplomas/Certificates**, was launched as a 12- to 18-month programme to give polytechnic and ITE graduates a head-start in careers related to their discipline of study.
- 2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the

allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

## **Institute of Technical Education**

- 1958      **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.
- 1961      **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964      **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.
- 1969      **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.
- 1973      **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979      **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992      **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE also became the national authority for the setting of skills standards and the certification of skills in Singapore.
- 2005      **ITE implemented the 'One ITE System, Three Colleges' model,** which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008      **The Direct-Entry-Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Secondary 4 Normal (Academic) students. Under the DES, students who complete their GCE N(A)-Level examinations can progress to *Higher Nitec* courses directly instead of taking the GCE O-Level examinations at Secondary 5.

- 2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allows selected students who have completed their GCE N(A)-Level examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.
- 2018 **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE Early Admissions Exercise, which allows secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study. The new ITE Work-Learn Technical Diploma (WLTD), now known as ITE SkillsFuture Work-Study Diploma, aims to provide a pathway for skills deepening and career progression in partnership with industry to both fresh and in-employment ITE graduates.

## University Education

- 1956 **Nanyang University (Nantah or NU) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.
- 1962 **The University of Singapore (SU) was set up** after its split from the University of Malaya.
- 1980 **The National University of Singapore (NUS) was established** with the merger of SU and NU. It promoted English as Singapore's main language.
- 1981 **The Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991 **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000 **The Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was established as a city campus to facilitate a closer nexus with businesses for its degree and executive programmes.
- 2005 **Duke-NUS Medical School (Duke-NUS) was established** as a collaboration between NUS and Duke University. As our only graduate medical school, it adds diversity to the medical education landscape and provides an avenue to train clinician-scientists.
- 2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate

degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.

- 2009      **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.
- 2009      **The Singapore University of Technology and Design (SUTD) was established** as Singapore's fourth Autonomous University in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It admitted its first batch of students in 2012.
- 2010      **The Lee Kong Chian School of Medicine (LKC Medicine) was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011      **Yale-NUS College (YNC) was established** as a collaboration between NUS and Yale University to offer a liberal arts education. It admitted its first batch of students in 2013.
- 2014      **SIT attained the status of Autonomous University** and further added to the diversity of the university landscape in Singapore by pioneering a new applied degree pathway along with SIM University (UniSIM). SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land), and UniSIM launched its first full-time degree programmes in Accountancy, Finance, Marketing and Human Resource Management.
- 2017      **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and attained the status of Autonomous University.** SUSS offers full-time and part-time degree programmes that are designed to support the needs of working adults and those who prefer an applied education. The focus of its programmes is in the domain of the social sciences, as well as disciplines that have a strong impact on human and community development, such as social work, early childhood education, human resource management, and law (focusing on family and criminal law).
- 2017      **The first SkillsFuture Work-Study Degree Programme** by SIT and SUSS was launched together with partner companies, to further tighten the nexus between education and training.

## Arts Institutions

- 1938 **Nanyang Academy of Fine Arts (NAFA) was established** by Chinese artist and art educator Lim Hak Tai. As Singapore's pioneer arts education institution, the school was modelled after the Chinese art academies but with a balance of Western and Chinese art traditions in its curriculum.
- 1982 **NAFA launched a full-time Diploma in Applied Arts course**, the first institution to do so in Singapore. Courses in computer graphic design were also offered.
- 1984 **The St Patrick's Arts Centre, later renamed LASALLE College of the Arts, was founded by Brother Joseph McNally**, a teacher with the De La Salle Order of Brothers and the former principal of St Patrick's Secondary School. LASALLE College of the Arts offered diploma courses in painting, ceramics, sculpture and music.
- 1998 **MOE began funding diploma programmes** offered at the Arts Institutions, i.e. LASALLE and NAFA.
- 2010 **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.
- 2011 **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), validated by the Royal College of Music, London.
- 2012 **LASALLE began offering publicly-funded bachelor's degree programmes** with its partner, Goldsmiths College, University of London.
- 2018 **NAFA launched the NAFA Foundation Programme** as a pathway for N(A)-level students who demonstrate interest and aptitude in the arts, to articulate to one of NAFA's diploma programmes. The 35-week programme aims to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into the diploma programmes, similar to that of the Polytechnic Foundation Programme.

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## CLASSIFICATION OF ITE COURSES (2019)

### CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2019)

1.	<b>ENGINEERING</b>	<i>Nitec</i> in Aerospace Avionics <i>Nitec</i> in Aerospace Machining Technology <i>Nitec</i> in Aerospace Technology <i>Nitec</i> in Automotive Technology (Heavy Vehicles) <i>Nitec</i> in Automotive Technology (Light Vehicles) <i>Nitec</i> in Built Environment (Air-Conditioning & Refrigeration) <i>Nitec</i> in Built Environment (Landscaping Services) <i>Nitec</i> in Built Environment (Mechanical & Electrical Services) <i>Nitec</i> in Built Environment (Vertical Transportation) <i>Nitec</i> in Digital & Precision Engineering <i>Nitec</i> in Electrical Technology (Lighting & Sound) <i>Nitec</i> in Electrical Technology (Power & Control) <i>Nitec</i> in Laser & Tooling Technology <i>Nitec</i> in Mechanical Technology <i>Nitec</i> in Mechatronics <i>Nitec</i> in Medical Manufacturing Technology <i>Nitec</i> in Rapid Transit Technology <i>Nitec</i> in Urban Greenery and Landscape
2.	<b>ELECTRONICS &amp; INFOCOMM TECHNOLOGY</b>	<i>Nitec</i> in Digital Audio & Video Production <i>Nitec</i> in Electronics, Computer Networking & Communications <i>Nitec</i> in Info-Communications Technology (Networking & Systems Administration) <i>Nitec</i> in Infocomm Technology <i>Nitec</i> in Microelectronics <i>Nitec</i> in Security Technology <i>Nitec</i> in Social Media & Web Development <i>Nitec</i> in Web Applications
3.	<b>DESIGN &amp; MEDIA</b>	<i>Nitec</i> in Architectural Technology <i>Nitec</i> in Digital Animation <i>Nitec</i> in Interior & Exhibition Design <i>Nitec</i> in Fashion Apparel Production & Design <i>Nitec</i> in Product Design <i>Nitec</i> in Space Design (Architecture) <i>Nitec</i> in Space Design (Interior & Exhibition) <i>Nitec</i> in Visual Communication <i>Nitec</i> in Video Production

4.	<b>BUSINESS &amp; SERVICES</b>	<i>Nitec in Beauty &amp; Wellness</i> <i>Nitec in Business Services</i> <i>Nitec in Finance Services</i> <i>Nitec in Fitness Training</i> <i>Nitec in Floristry</i> <i>Nitec in Hair Fashion &amp; Design</i> <i>Nitec in Logistics Services</i> <i>Nitec in Retail Services</i> <i>Nitec in Travel &amp; Tourism Services</i>
5.	<b>APPLIED &amp; HEALTH SCIENCES</b>	<i>Nitec in Applied Food Science</i> <i>Nitec in Chemical Process Technology</i> <i>Nitec in Community Care &amp; Social Services</i> <i>Nitec in Nursing</i> <i>Nitec in Opticianry</i>
6.	<b>HOSPITALITY</b>	<i>Nitec in Asian Culinary Arts</i> <i>Nitec in Food &amp; Beverage Operations</i> <i>Nitec in Hospitality Operation</i> <i>Nitec in Pastry &amp; Baking</i> <i>Nitec in Western Culinary Arts</i>

**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE  
(HIGHER NITEC) PROGRAMMES (2019)**

1.	<b>ENGINEERING</b>	<i>Technical Engineer Diploma in Automotive Engineering</i> <i>Technical Engineer Diploma in Machine Technology</i> <i>Higher Nitec in Automotive Engineering</i> <i>Higher Nitec in Civil &amp; Structural Engineering Design</i> <i>Higher Nitec in Electrical Engineering</i> <i>Higher Nitec in Engineering with Business</i> <i>Higher Nitec in Facility Management</i> <i>Higher Nitec in Facility Systems Design</i> <i>Higher Nitec in Landscape Management &amp; Design</i> <i>Higher Nitec in Marine Engineering</i> <i>Higher Nitec in Marine &amp; Offshore Technology</i> <i>Higher Nitec in Mechanical Engineering</i> <i>Higher Nitec in Mechatronics Engineering</i> <i>Higher Nitec in Offshore &amp; Marine Engineering Design</i> <i>Higher Nitec in Precision Engineering</i> <i>Higher Nitec in Process Plant Design</i> <i>Higher Nitec in Rapid Transit Engineering</i> <i>Higher Nitec in Robotic &amp; Smart Systems</i>
2.	<b>ELECTRONICS &amp; INFOCOMM TECHNOLOGY</b>	<i>Higher Nitec in Broadcast &amp; Media Technology</i> <i>Higher Nitec in Business Information Systems</i> <i>Higher Nitec in Cyber &amp; Network Security</i> <i>Higher Nitec in Electronics Engineering</i> <i>Higher Nitec in Games Art &amp; Design</i> <i>Higher Nitec in Games Programming &amp; Development</i> <i>Higher Nitec in Information Technology</i> <i>Higher Nitec in IT Applications Development</i> <i>Higher Nitec in IT Systems &amp; Networks</i> <i>Higher Nitec in Security System Integration</i>
3.	<b>BUSINESS &amp; SERVICES</b>	<i>Higher Nitec in Accounting</i> <i>Higher Nitec in Banking Services</i> <i>Higher Nitec in Beauty &amp; Spa Management</i> <i>Higher Nitec in Early Childhood Education</i> <i>Higher Nitec in Event Management</i> <i>Higher Nitec in Human Resources &amp; Administration</i> <i>Higher Nitec in International Logistics</i> <i>Higher Nitec in Leisure &amp; Travel Operations</i> <i>Higher Nitec in Logistics for International Trade</i> <i>Higher Nitec in Maritime Business</i> <i>Higher Nitec in Passenger Services</i> <i>Higher Nitec in Retail and Online Business</i> <i>Higher Nitec in Retail Merchandising</i> <i>Higher Nitec in Service Management</i> <i>Higher Nitec in Sport Management</i>



4.	<b>APPLIED &amp; HEALTH SCIENCES</b>	<i>Higher Nitec in Biotechnology</i> <i>Higher Nitec in Chemical Technology</i> <i>Higher Nitec in Paramedic &amp; Emergency Care</i>
5.	<b>DESIGN &amp; MEDIA</b>	<i>Higher Nitec in Architectural Technology</i> <i>Higher Nitec in Filmmaking (Cinematography)</i> <i>Higher Nitec in Interactive Design</i> <i>Higher Nitec in Motion Graphics</i> <i>Higher Nitec in Performance Production</i> <i>Higher Nitec in Space Design Technology</i> <i>Higher Nitec in Visual Merchandising</i>
6.	<b>HOSPITALITY</b>	<i>Technical Diploma in Culinary Arts</i> <i>Higher Nitec in Culinary Arts</i> <i>Higher Nitec in Hospitality Operations</i> <i>Higher Nitec in Pastry &amp; Baking</i>

## CLASSIFICATION OF POLYTECHNIC COURSES<sup>1</sup> (2019)

1.	<b>APPLIED ARTS</b>	Animation Animation & 3D Arts Apparel Design & Merchandising Communication Design Design for User Experience Digital Animation Digital Film & Television Digital Game Art & Design Digital Visual Effects Experience & Communication Design Experience & Product Design Film, Sound & Video Game Design Games Design & Development (SP) Immersive Media & Game Design Industrial Design Interaction Design Interior Architecture & Design Interior Design Media Production & Design Motion Graphics & Broadcast Design Music & Audio Technology Product and Industrial Design Retail & Hospitality Design Sonic Arts Spatial Design Visual Communication Visual Communication & Media Design Visual Effects & Motion Graphics
2.	<b>ARCHITECTURE, BUILDING &amp; REAL ESTATE</b>	Architecture Environment Design Facilities Management Hotel & Leisure Facilities Management Integrated Facility Management Landscape Architecture Landscape Design & Horticulture Real Estate Business Sustainable Architectural Design Sustainable Urban Design & Engineering
3.	<b>BUSINESS &amp; ADMINISTRATION</b>	Accountancy Accountancy & Finance Accounting & Finance Arts Business Management Arts & Theatre Management Banking & Finance

<sup>1</sup> Courses with the same name could be classified under more than one category depending on the specific programme offered by the polytechnic.

		Banking & Financial Services Business Business Administration Business Innovation & Design Business Management Business & Social Enterprise Business Studies Common Business Programme Consumer Behaviour & Research Customer Experience Management with Business Financial Informatics (SP & NYP) Fund Management & Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology Integrated Events & Project Management Integrated Events Management International Business International Logistics & Supply Chain Management International Trade & Business Leisure & Events Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management Tourism & Resort Management (SP)
4.	<b>EDUCATION</b>	Child Psychology & Early Education Early Childhood Development & Education Early Childhood Education Early Childhood Studies
5.	<b>ENGINEERING SCIENCES</b>	Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Aerospace/Electrical/Electronics Programme Aerospace/Mechatronics Programme Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology Biomedical Engineering Business Process & Systems Engineering Chemical Engineering (SP) Chemical & Biomolecular Engineering Chemical & Pharmaceutical Technology Civil Engineering with Business Clean Energy Clean Energy Management

		Common Engineering Programme Computer Engineering Digital and Precision Engineering Electrical Engineering Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electronics Electronic & Computer Engineering Electronic Systems Electronics, Computer & Communications Engineering Energy Systems & Management Engineering with Business Engineering Design with Business Engineering Science Engineering Systems Engineering Systems & Management Environmental & Water Technology Green Building & Sustainability Green Building Energy Management Industrial & Operations Management Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics Engineering Mechatronics & Robotics Microelectronics Nanotechnology & Materials Science Product Design & Innovation
6.	<b>HEALTH SCIENCES</b>	Biomedical Science Health Management & Promotion Health Sciences (Nursing) Health Services Management Nursing Nutrition, Health & Wellness Optometry Oral Health Therapy Pharmaceutical Sciences Pharmacy Science Sports & Exercise Sciences
7.	<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	Applied Drama & Psychology Chinese Studies Gerontological Management Studies Psychology Studies Social Sciences (Social Work) Social Sciences in Gerontology Tamil Studies with Early Education
8.	<b>INFORMATION TECHNOLOGY</b>	3D Interactive Media Technology Big Data & Analytics Big Data Management & Governance

		Business & Financial Technology Business Applications Business Enterprise IT Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Common Infocomm Technology Cyber & Digital Security Cyber Security & Forensics Digital Forensics Financial Business Informatics Financial Informatics (NP) Game Design & Development (TP) Game Development & Technology Infocomm & Network Engineering Infocomm & Security Infocomm Security Management Information Security & Forensics Information Technology Interactive & Digital Media IT Service Management Mobile & Network Services Mobile Software Development Multimedia & Animation Multimedia & InfoComm Technology Network Systems & Security Telematics & Media Technology
9.	<b>LAW</b>	Law & Management
10.	<b>MASS COMMUNICATION</b>	Advertising & Public Relations Chinese Media & Communication Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	<b>NATURAL, PHYSICAL &amp; MATHEMATICAL SCIENCES</b>	Applied Chemistry Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical Engineering (TP) Environmental Science Food, Nutrition & Culinary Science Food Science & Nutrition Food Science & Technology Marine Science & Aquaculture Materials Science Medical Biotechnology Medicinal Chemistry Molecular Biotechnology

		Perfumery & Cosmetic Science Veterinary Bioscience Veterinary Technology
12.	<b>SERVICES</b>	Aviation Management Aviation Management & Services Culinary & Catering Management Food & Beverage Business Maritime Business Nautical Studies Outdoor & Adventure Learning Restaurant and Culinary Operations Sport & Wellness Management Sports & Leisure Management Sports Coaching Sport Management Tourism & Resort Management (NP) Wellness & Hospitality Business

## CLASSIFICATION OF LASALLE & NAFA DIPLOMA COURSES (2019)

1.	<b>BUSINESS &amp; ADMINISTRATION</b>	Arts Management
2.	<b>DESIGN &amp; APPLIED ARTS</b>	Advertising Animation Design Communication Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Creative Direction for Fashion Fashion Design Fashion Merchandising & Marketing Graphic Communication Illustration Design with Animation Interior Design
3.	<b>FINE &amp; PERFORMING ARTS</b>	Art Teaching Audio Production Dance Fine Art Fine Arts Music Music Teaching Theatre & Production Management Theatre (English Drama) Theatre (Mandarin Drama)
4.	<b>MEDIA PRODUCTION</b>	Broadcast Media Screen Media

## CLASSIFICATION OF LASALLE & NAFA DEGREE COURSES (2019)

1.	<b>DESIGN &amp; APPLIED ARTS</b>	Animation Art Design Communication Fashion Design & Textiles Fashion Media & Industries Interior Design Product Design
2.	<b>FINE &amp; APPLIED ARTS</b>	Arts Management
3.	<b>FINE &amp; PERFORMING ARTS</b>	Acting Dance ( <i>cessation of intake in AY2018</i> ) Fine Arts Music Musical Theatre
4.	<b>MEDIA PRODUCTION</b>	Film



## CLASSIFICATION OF UNIVERSITY COURSES (2019)

1.	<b>ACCOUNTANCY</b>	Accountancy Accountancy & Business Business Administration (Accountancy)
2.	<b>ARCHITECTURE, BUILDING &amp; REAL ESTATE</b>	Architecture Architecture and Sustainable Design Building Estate Project & Facilities Management
3.	<b>BUSINESS &amp; ADMINISTRATION</b>	Air Transport Management Business Business & Computer Engineering Business & Computing Business Analytics (SUSS) Business Administration Business Management Finance Hospitality Business Human Resource Management Marketing Supply Chain Management
4.	<b>DENTISTRY</b>	Dentistry
5.	<b>EDUCATION</b>	Arts (Education) Science (Education) Early Childhood Education
6.	<b>ENGINEERING SCIENCES</b>	Aeronautical Engineering Aerospace Engineering Aerospace Engineering & Economics Aerospace Systems Aircraft Systems Engineering Engineering Product Development Engineering Systems and Design Information Systems Technology and Design Bioengineering Bioengineering & Economics Chemical & Biomolecular Engineering Chemical & Biomolecular Engineering & Economics Chemical Engineering Civil Engineering Civil Engineering & Economics Computer Engineering Computer Engineering & Economics Electrical & Electronic Engineering Electrical & Electronic Engineering & Economics Electrical Engineering

		Electrical Engineering & Information Technology Electrical Power Engineering Engineering Engineering Science Programme Environmental Engineering Environmental Science & Engineering Industrial & Systems Engineering Marine Engineering Materials Engineering Materials Engineering & Economics Materials Science & Engineering Mechanical Design Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechanical Engineering & Economics Mechatronics Naval Architecture Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Sustainable Infrastructure Engineering (Building Services) Sustainable Infrastructure Engineering (Land) Systems Engineering (ElectroMechanical Systems) SUTD-SMU DDP in Technology and Management Telematics (Intelligent Transportation Systems Engineering)
7.	<b>FINE &amp; APPLIED ARTS</b>	Art, Design and Media Communication Design Digital Art and Animation (BFA) Game Design Industrial Design Interior Design Music Theatre Studies
8.	<b>HEALTH SCIENCES</b>	Biomedical Sciences Biomedical Sciences and Bio-Business Diagnostic Radiography Dietetics and Nutrition Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy
9.	<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	Arts & Social Science Chinese Comms & New Media Criminology & Security Economics Economics & Media Analytics

		Economics & Psychology Economics & Public Policy & Global Affairs English English Literature & Art History History Linguistics & Multilingual Studies Philosophy Philosophy, Politics and Economics Psychology Psychology & Linguistics & Multilingual Studies Psychology & Media Analytics Public Policy & Global Affairs Social Sciences Social Work Sociology YNC Arts/Science
10.	<b>INFORMATION TECHNOLOGY</b>	Business Analytics Computer Science Computer Science & Economics Computer Science and Game Design Computer Science in Real-Time Interactive Simulation Computing Science Data Science and Artificial Intelligence Information and Communications Technology (Information Security) Information and Communications Technology (Software Engineering) Information Engineering & Media Information Security Information Systems
11.	<b>LAW</b>	Juris Doctor Law
12.	<b>MASS COMMUNICATION</b>	Communication Studies
13.	<b>MEDICINE</b>	Medicine Bachelor of Medicine & Bachelor of Surgery
14.	<b>NATURAL, PHYSICAL &amp; MATHEMATICAL SCIENCES</b>	Biological Sciences Biological Sciences & Psychology Chemistry & Biological Chemistry Data Science and Analytics Environmental Earth Systems Science Environmental Earth Systems Science & Public Policy & Global Affairs Environmental Studies (Bio) Environmental Studies (Geog) Food Technology Mathematical and Computer Sciences

		Mathematics & Economics Mathematical Sciences Mathematical Sciences and Economics Physics & Applied Physics Pharmaceutical Science Science
15.	<b>SERVICES</b>	Food Business Management Maritime Studies Sport Science & Management



